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ABSTRACT

Part of a curriculum series for academically gifted elementary students in the area of reading, the five lesson plan guides are intended to provide teachers with suggested activities stressing high levels of reading comprehension as well as encouraging teachers to use their own ideas. Each guide focuses on one of the following major objectives: (1) anticipating the meanings of words through the context, supplying deleted words, and anticipating events or concepts; (2) determining the implied main idea or theme and hypothesizing the nature of the characters; (3) utilizing the main points, the details, and the interrelationship among the details to draw a conclusion or solve a problem; (4) identifying the causes presented, predicting the effects, and establishing a relationship; and (5) identifying similarities and differences to make a comparison and contrast relationship. The major portion of each guide consists of a chart showing specific objectives; the lesson, procedures, and activities; evauation suggestions; program materials; related materials; and optional, additional, or more elaborate skills and literary information. Supplementary worksheets and other materials are also provided. (DB)

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CAPABLE READER PROGRAM

UNIT A1

LESSON PLAN GUIDE

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC142196

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PREFACE

The detailed lesson plans contained within this manual are the result of the diligent and dedicated efforts of four pilot program teachers:

Donna Casper	Royce School
Suzanne Loft	McLenegan School
Karen Maren	Todd School
Evelynne Owens	Converse School

Taking concept units constructed by the district's elementary reading consultants -- Sandra Long, Jan Anderson, and Bonnie Kretsos -- these teachers developed lessons for our excelled reading students. In the process, they reviewed a wide variety of commercially published materials to select the best possible resources. The goal was to locate the most meaningful materials to enhance the development of the units' concepts.

Planning activities which stress higher levels of comprehension is a difficult task, but these manuals document that the four teachers were equal to it.

All activities were tried with the students and revised as necessary.

Finally, the teacher followed a common format in the creation of these specific lesson plans.

Subsequently, the elementary reading consultants edited the teacher manuals.

The result is a flexible teacher manual which will both guide classroom teachers from day one and allow all teachers to add their own ideas to personalize the lessons.

Appreciation is due the four pilot teachers and the three reading consultants for their persistent pursuit of a high quality guide for the instruction of our excelled reading students.

William B. Heebink, Ph.D.
Director of Curriculum

February 21, 1981

CAPABLE READER PROGRAM

UNIT A1

OBJECTIVE

Given a selection, the student will learn to anticipate meanings of words through the context, supply deleted words, and learn to anticipate events or concepts throughout the material.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
I. The student will discover how context clues are found and used.	I. How context clues are found and used A. Concrete examples of clues determines how one finds appropriate word by using context clues. Activity 1 1. Teacher asks students to imagine that they are going to make a movie about frontier life. 2. Students are to write down or illustrate on paper background, scenery or setting for that particular movie. 3. Discuss orally with class some of the suggested settings made by them. 4. Discuss what is appropriate for that particular setting. 5. Discuss that paragraphs and sentences have settings too. All the words in a sentence or paragraph make up the setting or background for that paragraph. 6. Conclude orally that the setting or background the words make in a sentence or paragraph is called context. 7. Conclude orally that just as characters in a movie must fit into a setting, so too each word in a sentence or paragraph make sense in context. 8. Apply by students presenting to class a setting or background consisting of ten word phrases. The other members are to guess the type of movie. B. Choosing words that do not belong according to context. 1. Teacher projects transparency #1. 2. Teacher reminds students that each word in the sentence or paragraph must make sense in context. 3. Students to read sentences on transparency.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	paper, pencil	
Teacher Resource Book - Page 6		
transparency - Page 8	overhead projector	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	4. Students to identify each word in sentence that is out of context. Which words or phrase does not fit?	
	5. Teacher to conclude that every word in a sentence or paragraph contributes to the meaning of that sentence or paragraph.	
	C. Using context of sentence to derive meaning of new words in the sentence. Activity #1	
	1. Teacher write on board following examples: a. The shrubbery around the house was seared, burned slightly, by the hot sun. b. The diving suit was cumbersome, that is, clumsy and hard to manage, in the water. c. The dog was subdued, overcome by fear, during the storm.	
	2. The teacher orally read sentences to class.	
	3. The teacher discusses underlined words.	
	4. Students to identify clues that helped define underlined words.	
	5. Conclude by reminding class to look for clues to unlock meaning of new word. Activity #2	
	6. Worksheet #1, #2, #3.	
••The student will be able to identify the general meaning of an unknown word through the use of context clues in "The Otter's Tail". ••The student will be able to identify orally the advantages of a given situation.	7. Through the story on "The Otter's Tail" in Dimensions, the class will be able to use context clues to identify the meaning of unknown words. a. Use map in skillbook on pages 180-181. b. Assign: What are advantages and disadvantages of having an otter as a pet? Write response but do not use a dictionary for any new words in the story. c. Assign: Dimensions skillbook, p. 7, for context clue drill	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book - Page 9		
ditto C-1 activity, attached example	board	
Teacher Resource Book - Page 9	blackboard or overhead projector	
Teacher Resource Book - Page 10-12.		
Dimensions text - Pages 9-23.		
Dimensions skillbook - Pages 180-181.		
Dimensions skillbook - Page 7.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student will be able to identify generally the definition of unknown words through context clues.	d. Skim the story and discuss some of the words they might not know. How will context clues help them? e. Review "context clues".	
The student will be able to identify the meaning of a word through context clue and a choice of meanings.	f. What new words in "The Otter's Tail" did they run into? What clues helped them unlock meaning? g. Discuss story "The Otter's Tail". h. Correct Dimensions skillbook, p. 7. i. To aid context clue review, give them a worksheet with three choices of meanings along with the sentences. (1) Assign: Worksheet 4, p. 13. Teacher Resource Book (2) Assign: Worksheet 5-6, p. 14. Teacher Resource Book	
The student will be able to identify the protagonist, antagonist and the conflict in a given story.	8. Dimensions teachers manual, page 33 - "Teachers Preparation" for "Champions of the Peaks" a. Use worksheet #1 from Dimensions duplicating masters. b. Have the vocabulary words on the board. Do not use dictionary. c. Discuss PLOT using diagram on page 34 Dimensions teacher manual.	
The student will be able to supply an appropriate word (by using his context clue skills) where there is a blank.	d. Write and hand in guess at protagonist/antagonist conflict word meanings. e. Discuss question on duplicating master #1, complete, hand in. f. Review context clue work of past week. g. New way to extend context clue skill - use paragraph and sentences to fill in missing word. Supply a missing word. h. Use teacher resource book page 16. i. Do activity #4, page 16, on board or overlay together.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions teacher manual pages 25-26. "Development Discussion"		
Teacher Resource Book, page 13-15.		
Dimensions Guidebook, page 33.		
Dimensions - duplicating master #1.		
Teacher Resource Book - Pages 16-17.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	j. Make a ditto of activity #5 on page 17, Teacher Resource Book.	
	k. Make a ditto of activity #6 on page 19, Teacher Resource Book.	
"The student will be able to identify true and false statements regarding a given story.	l. Discuss the otter story and "Champion of the Peaks" story. (1) They were about animals. (2) They both had plots. (Put on board: Plot the logical order of events which tell a story.) (3) How is this story like the first two?	
	m. Assign the reading of "Snobber", pages 56-63.	
	n. Do worksheet #2 concerning true and false statements.	
	o. Use context clues and not the dictionary or glossary to guess the meanings of new words.	
"The student can identify what holds a "plotless story" together.	p. Discuss "plot".	
	q. What holds this series of anecdotes together as a price of writing? (Theme - a series of interesting events pertaining to one thing - Snobber.)	
	r. Compare and contrast animals.	
	s. Discuss any words that may be new. (Some may be: ornithologist, hapless, marmot, grudgingly, melancholy.) (1) Discuss how they got the meanings.	
	t. Have the class get out activity #5, pages 17-18, from Teacher Resource Book. (1) Discuss the clues that made them choose the words they did.	
	u. Do activity #6 on page 19 in Teacher Resource Book.	
	v. Do worksheet for activity #6 on page 20.	
	w. Assign Thoughtvault, page 50.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, teacher manual, pages 36-37, text, pages 56-63. Dimensions - duplicating master #2.		
Dimensions, teacher manual, page 37. Development - "Compare and Contrast"		
Teacher Resource Book, page 19, activity #6. Teacher Resource Book, worksheet. Thoughtvault, page 50.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student can supply a missing word in a paragraph by using context clues.	9. Give worksheets on pages 22-23 in Teacher Resource Book - "Woodworking As A Hobby".	
The student can identify the meaning of a nonsense word through three choices and context clues.	10. Use Teacher Resource Book, pages 25-26.	
The student can tell what an unknown word means from context clues.	11. How is the word that is being studied more appropriate than another word? (i.e. - "Why is darted better than flew on page 58, paragraph #2?") a. Some words are too general, others give a more vivid picture. b. Use teacher manual, page 37, Dimensions - "Context Clue." Discuss X ones. c. The writing style is using such good, descriptive words you get a clear picture of what the author feels. d. Use skillbook, page 18. Can you tell who is being described? How did you know? What were the clues?	
The student will be able to supply missing word by using context clue and choosing appropriate word choice.	12. Review context clue with nonsense words. a. Do page 26, Teacher Resource Book, activity #10. b. Worksheet #10, page 27. c. Do Thoughtvault workbook, pages 180-181.	
The student will supply missing word from context.	13. Guess riddles: a. Teacher write riddle on board. Example: Mother gave me something for my birthday. I can read in it. What is it? It has long ears and a short tail. It can hop. I likes to eat carrots. It has soft brown fur. What is it?	

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MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 22-23.		
Teacher Resource Book, pages 25-26.		
Dimensions - teacher manual, pages 36-38. text - pages 56-63. skillbook, page 18.		
Teacher Resource Book, pages 25-26, Activity #10.		
Teacher Resource Book, page 27, worksheet #10.		
Thoughtvault - pages 180-181.		
Teacher Resource Book, page 28.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	b. Discuss which words helped guess answer. c. Class to make up some riddles for others to guess. 14. Project transparency from Teacher Resource Book page 29. a. Class to guess missing word for each paragraph. Caution: Must read all the words in the riddle to guess missing word. b. Other words are clues for missing word. c. Students read riddles to themselves to guess missing word. d. Orally discuss students responses. e. Remind class that by looking at the context of the riddle students should be able to guess missing words.	
''The student will create original sentences or riddles in which context can be used to supply missing word.	15. Students make up own sentences for context work. a. Teacher suggest to class to make up sentences in which a missing word can be supplied from the context.	
	16. Play "Rotation Riddles". a. Each child has answer sheet and their own made up riddle sheet. Each child puts a different riddle on his paper. Number them. Rotate them on signal, read them, write their answers on the answer sheet. b. At end, each child stands and gives his riddle's answer.	
''The student will be able to give a general definition of vocabulary words through context clues in their assigned story.	17. Introduce the book, The Incredible Journey. The Filmstrip, "Setting the Stage For the Incredible Journey", may be used as a motivation technique. a. (This book is being used as a means to drill context clue, study plot, character, and setting. It will involve group discussions, taped sections of the story, art work and creative writing.)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Transparency #2, page 29.		
Teacher Resource Book, page 30.		
book - The Incredible Journey filmstrip - "Setting the Stage For The Incredible Journey"		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student can identify the main characters and setting of story.	b. Introduce the class to the setting and main characters.	
The student can identify the meaning of an unknown word using context clues and then be able to answer a question about the story which uses that new word in the question.	c. Have the class read The Incredible Journey, pages 3-16. d. Do worksheet, lesson 1, activity #1, and discuss.	
The student will be able to distinguish the differences among the main characters, review the background, identify the meaning of phrases, describe the relationship between the man and his pets, through group discussion of study questions.	e. Review the setting f. Children will get into groups to discuss questions on above worksheet. g. Incorporate the study of characters: (1) man (2) animals (3) background (4) relationship of animals to their master	
The student can accurately describe one of the animal characters in the story through reading descriptions, then drawing, coloring.	h. Study of "Description of Character". (1) written form (2) visual form i. When finished, put on bulletin board.	After the pictures have been displayed, the class will decide which ones best fit the descriptions.
The student can identify the meaning of given homonymns or words that almost sound like homonyns through their constructing a meaning- (continued)	18. Two teams (divide room in half) a. Each team is given the partner homonyn of the other team at the same time b. On the signal, everyone in the teams will construct a sentence using their homonyn--a sentence that tells us they know what the word means. OR they may give the meaning in a phrase.	The team with the most points win. (The idea is to get all children to respond on paper, but only three from each team, each round, will be allowed to answer aloud.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
The Incredible Journey, pages 3-16		
worksheet, lesson #1		
Listen and Think - Book D for preparation for setting		
Incredible Journey lesson #1, activity #5	crayons, glue, pencil, manila paper, paper cut for "frame"	
See Teacher Resource Book activity #13 and #14, page 30 prior to the game		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
ful sentence which gives us a clue to the homonyns' individual meanings.	c. At teacher's signal, STOP. All pencils down.	
	d. Each child has a number in each team (1-12 in one team, 1-12 in other). (This is a revised version of Teacher Resource Book, activity #15, page 30.)	
	e. Teacher draws out three numbers. Those in each team with those numbers give their answers. If acceptable by "umpire" (the teacher) they can get a point for their team. (i.e., 3 possible points per team each round.)	
	f. Dimensions workbook, page 95 may be completed if additional drill is necessary.	
	g. "Almost Homonyms" (1) Almost homonyms in context. Certain word pairs are very close in pronunciation or spelling and are frequently confused. (2) These "almost homonyms" need to be practiced with too. Example: except, accept; alleys, allies; recipe, receipt; use Teacher Resource Book, page 30 for more (3) Class can orally make up sentences using the "almost homonyms" and teacher write them on the board or can assign for class to make up an interesting sentence on paper.	
The student can identify meaning of unknown word through context clues.	h. Exchange sentences written by pupils.	
	i. Class make up and write a set of sentences (teacher decide on number of sentences) leaving one word out in each sentence.	
	j. Exchange papers and have other students try to fill in the appropriate word for sentence.	
	k. Discuss answers from papers, guide students in deciding why the use of context clues worked in some cases and not others.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions - workbook, page 95	paper, pencils	
Teacher Resource Book, page 30 activity #13, and #14.	Prepare homonym cards. Numbers in a "hat", 1-12. Assign each child in each team in number. (Tape it to their desk.) Double the numbers so Team 1 has a #1 and Team 2 has a #1, etc.	
Teacher Resource Book, page 30 activity #15.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
··The student will be capable of identifying unknown words through the repeat of the given sentence containing the unknown word, taking out the word and substituting a possible same meaning.	19. The class may read Chapter 2 in Incredible Journey uninterrupted. a. Use the worksheet as drill - substitute unknown word with meaningful word or phrase in given sentence.	
··The student will bring in sentences from outside reading that have an unrecognized word.	20. Child may bring to class a sentence encountered in his outside reading. The sentence should contain an unrecognized word in which the pupil was able to figure out by the context. a. Students read sentence orally and discuss what was in the sentence that helped them figure out the unfamiliar word.	
··The student will see how quickly he can find the meaning of the underlined word.	21. How quickly can you find the meaning of the underlined word? What clues helped? (Teacher project transparency of 5 sentences, and discuss orally with class.) 22. Make transparency of pages 33-34, or ditto. Class list on paper the underlined word. After each word, 1. write the meaning from the context. 2. jot down clue words that helped. 3. be able to discuss your work. 23. Using context clues follow directions (teacher discuss) on worksheet.	
··The student will be able to supply the the proper antonym for an underlined word in a given sentence.	24. Summarize with students the first (Bridge) two chapters so far. a. Read Chapter 3 (10-15 min.) uninterrupted reading. b. Discuss descriptive writing through use of comparative language. c. Let children respond on paper and then discuss.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Incredible Journey, Chapter 2 worksheet - Lesson 2, activity #1.		
Teacher Resource Book, page 31 activity #16.		
Thoughtvault, pages 93-94		
Teacher Resource Book, pages 31-32, activity #17.	overhead projector	
Teacher Resource Book, pages 33-34, worksheet #11	paper, pencil, overhead projector or ditto.	
Teacher Resource Book, pages 37-38		
Incredible Journey		
Ditto, lesson 3, activity #2		
Ditto, lesson 3, activity #1		
cassette of part of chapter 3	cassette player crayons, paper, pencil	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	d. Can you read a sentence and discover the wrong word has been used? How about an antonymn? See if you can supply the correct antonym where it belongs. e. From hearing cassette of part of chapter 3, draw a newspaper front page and display on bulletin board.	
The student can identify word as it is used in given context through use of choice of dictionary meanings, then use the word to show meaning in answering a question.	f. Discuss summary of chapters 1-3 briefly. g. Read uninterrupted for 10 minutes, chapter 4. h. Discuss what would happen if you took a character from another setting and put him/her/it in a different setting--MORK AND MINDY TV show Happy Days on Dude Ranch. What could happen? Elicit creative ideas from students. i. Take Bodger and put him in another setting. j. Briefly discuss new words in story . . .forage, reluctant, ingratiating, rebuke, crestfallen, imperative. What do they think they mean? Don't indicate who is correct.	
The student can apply character traits to a given setting and create a new unique situation.	k. Worksheet. Assign it. They may use dictionaries this time.	
The student will relate many context clues in the larger amount of content to attain full comprehension.	D. Work with a complete selection to relate many context clues to many word meanings. 1. Select 6 or more words from a future reading assignment. a. Have class write the definitions of each word without any exchange of ideas or discussion. b. Silently read selection from which words were taken. (gauch, puchero, basta, yerba mate) c. After reading of selection, class may correct or add to the definition of the words. d. Discuss ways in which definitions were clarified by context of story.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Incredible Journey		
worksheet, lesson 4, activity #3		
worksheet, lesson 4, activity #1		
Teacher Resource Book, page 39	Sounds of a Distant Drum - Bill Martin Pages 150-156 - "Meat, Mate, & Music"	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student can recognize clues in a given story and apply the clues to time and place of setting.	2. Discuss the types of clues in Incredible Journey. a. Ask the following questions concerning the library books. NOTE: Vague answers are not acceptable for questions. (1) When did the story take place? How do you know? (2) Where did the story take place? How do you know? b. Teacher suggest clues which will answer above questions sufficiently. (1) Time and place clues are found in using great names and associating them with dates and events. What famous persons are mentioned in book? (2) Time and place clues are found in means of transportation. How did the characters travel? (3) Time and place clues are found in buildings. Is there a great hall, typical of feudal Europe, a stone castle, sod house, or log cabin? (4) Another clue for time and place is clothing. Do people have cloaks, full skirts, togas, armor or uniform? (5) Time and place clue can be found in furniture sofa, couch, curtained bed, closet for sleeping, mat or hammock talked about in book. (6) Time and place clue can be found in food and storage. Does the book talk about a kettle of gruel on the hearth, roast on a spit, formal dinners, wines, frozen foods? Deep well, cold spring, cool cellar, or refrigerator? (7) Occupations and class groups are clues. Does the book talk about students, serfs, pirates, cowboys, gold-rush men?	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 46-47		
Incredible Journey	library books	
Teacher Resource Book, pages 39-40		
Teacher Resource Book, page 40		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student can apply steps of word meaning using context clue to given unknown word situation.	3. Procedure to use when you encounter a word in context you do not know. a. Read entire sentence without trying to attack new word. b. Underline/discuss most familiar words that give clue to meaning. c. Express meaning of unknown word in your own words. d. Apply meaning from clues to context of paragraph. 4. Write the following sentence on the board: Doctors warn that smoking can be perilous to your health. Follow procedure for context clues just stated to class. Have class define underlined word. Discuss. May use more example sentences if necessary. Examples: The driver ahead of us veered to the left to avoid hitting a squirrel. In spite of $100 fines, drivers still scatter debris along our highways. All the library books were in their proper sequence according to the authors last names.	
The student can relate phrases which mean the same thing to a given paragraph phrase.	5. Review characters in another setting,--referring to Worksheet "Lesson & Activity 3". Hear some of their descriptions aloud-about Bodger. a. "The author is very descriptive too.",---worksheet. See if you can find, (Lesson 5, activity 2#) 2 other phrases that mean just about the same thing descriptively. b. Class may read chapter 5 of the Incredible Journey.	
The student can summarize through use of gathered information in a book and respond-in "telegram" form.	A. Discuss telegrams and their form. B. Create some together, summarizing something the children have all experienced. (movie, TV show, PTA back to school night . . .)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	*OPTIONAL* ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	board, example sentences	
worksheet, lesson 4, activity 3		
worksheet, lesson 5, activity 2		
Incredible Journey, Chapter 5		
Lesson 5, activity 4		
cassette 1, side A, band 2	cassette player	
Lesson 5, activity 6		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	C. Assignment: write a summary telegram style. Collect papers. D. After 10 minutes, go on with cassette recording. E. Children will respond to recording. Hand out worksheets AFTER recording is hear.	
II. To identify and use the various types of context clues	II. Types of Context Clues A. Practice WORDS IN A SERIES Clue. 1. Types of Clues. Words in a series clue. a. When reading words in a series the reader can get the idea of a strange word if he knows the general nature of the word being enumerated. b.. The appearance of a word in a series can assign general classification to an unfamiliar word; this will not always provide a specific meaning. (1) Discuss the above points with students for their knowledge. c. Procedure to use when you encounter a word in a series that you do not know. (1) Read through entire sentence or paragraph without trying to attack word. (pause at unknown word.) Example: The apples had their places all around the room. They were codlins, and golden pippins, brown russets, and scarlet crabs, biffins, nonpareils, and queenings, big green bakers, pearmains, and read streaks. (a) Teacher put above sentences on the board or overhead for class to read silently. (b) Continue to explain procedure of words in a series. d. Underline/Discuss the most familiar words that give a clue to the meaning of unknown words. Example: apples, russets, crabs.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 41	board or overhead	
	Additional Sentences: 1. New York, Chicago, and Soeul, surprisingly enough, have many things in common. What is Soeul? (a city) 2. Stars, planets, and black holes are some of the things which concern today's astronauts. What simple definition might you give to it? (something in space) 3. At the ocean, we spotted sharks, barracudas and mola molas. What are mola molas? (fish)	
Teacher Resource Book, page 41		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

e. Express meaning of unknown words. Example: I think the two words I do not know (codlins, biffins) are kinds of apples.

f. Apply the meaning from clues to context of paragraph. Example: Would a kind of apple work in this sentence?

- (1) Teacher write key words of procedure on board.
  - (a) read
  - (b) underline/discuss
  - (c) express
  - (d) apply
- (2) Go back over example sentences and follow procedure.

g. Cloze Procedure

- (1) Explain to class that the cloze procedure is based on the idea of closure, which is the impulse to complete a structural whole by supplying a missing element.
- (2) The cloze selection is composed of passages from which every "nth" word is omitted. The individual fills in the blank left by the missing word.
- (3) Show class example. (very simple short) Example: Everyone in the room was happy. John was ______. And Susie, even though she wasn't talking, seemed to be ______ too.
- (4) Teacher explain steps for cloze procedure. May write steps on board.
  - (a) Read entire cloze passage silently.
    - 1) read original selection in its entirety (may be done first) after reading original, the entire cloze passage should then be read silently.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 100 (purpose)		
Teacher Resource Book, page 101		

OBJECTIVE

LESSON, PROCEDURES, ACTIVITIES

EVALUATION

h. Each student should reread the cloze passage, writing in words which seem to fit in blanks. No time limit.

  (1) Teacher may discuss various answers during completion process.
  (2) Another variation may be to read the passage aloud, sentence by sentence, by teacher or students.

i. Class discussion each student should offer reason for choosing the words he used to fill in the blanks.

  (1) Synonyms of the deleted word are acceptable. Example: If substituted large for huge it's OK.
  (2) Not necessary to discuss every word in the passage.

j. Students compare responses with original passage.

k. Class discussion, students can compare both passages and focus discussion on whether meaning was changed by certain responses.

  (1) Use following passage as introduction to cloze procedure. Write on board: Nancy was anxious to _____her birthday party this _______. She had invited some _____ to her room at school. She _____ that they would all ______able to attend.
  (2) Point out and discuss part of speech needed for blank, analysis sentence structure--do I need noun, verb, etc?
  (3) Teacher hand out worksheet (completed passage) for cloze technique in "Words In A Series Clue".
  (4) Orally read completed passage.
  (5) Hand out cloze passage for class to complete.
    (a) If they need, have them reread completed passage.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 102		
Teacher Resource Book, page 103	board	
Teacher Resource Book, pages 103-104 worksheet d		
What Kinds of Foods Do You Need? Fats and Oils for Heat and Energy, Minerals for Good Health		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Assign chapter 6 of Incredible Journey to be read.	Context Clue Unit A-1 Test Lesson Plan Guide, pages 37-38
"The student can identify new words based on surrounding context of story. "The student can evaluate the realism in chapter 6 through the standards of known resusitation and first aid knowledge.	a. Introduce chapter 6 by having them think about how realistic the revival of the cat was written in the story. Is it believable? Why or why not? What would you change to make it more believable? b. Based on passages from the story, identify the correct meaning of unknown words.	
"The student can identify unknown word meaning through cloze method of drill using language experience or familiar expression clue.	B. Practice FAMILIAR EXPRESSION OR LANGUAGE EXPERIENCE Clue. 1. Reader has developed a familiarity with certain common language patterns and everyday expressions. 2. Procedure. a. Teacher write on board to review procedure. (1) Read entire sentence or paragraph. Example: He took it upon himself - yes, he appropriated the entire responsibility for raising money for the class gift. (2) Underline/Discuss words that give clue. Example: Take upon himself. (What expression have I hear before?) (3) Express in own word. Example: The word I don't know means do it by himself. (4) Apply meaning. Example: Would "to do by himself" apply to appropriated? b. Review cloze technique with class. c. Hand out worksheet E for class to complete. d. Additional sentences to use for reinforcement, read orally or put on board.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions - text, page 150		
Incredible Journey worksheet, lesson 6, activity 1		
Teacher Resource Book, page 42		
	overhead projector or board	
Teacher Resource Book, pages 105-106 worksheet e		

TEST CONTEXT CLUES UNIT A-1

Name ________________

Date ________________

Read the story (folk tale)

"Giving Away Secrets" p. 150 in Dimensions. Then, identify the meaning you understand through context clue, of the following words underlined in a part of the phrase from the book. You may use your book to help you read more of the words in the story for more context clues.

1. P. 150 ". . .that such a cache should be handed over . . ."

   cache means ____

   ____

2. P. 150 " . . .that ferocious feudalist would not only seize the gold for himself but probably cut off the peasant's ears, too."

   ferocious feudalist means __________________________________

3. p. 150-151 " . . .and if Stefan called in a collaborator . . ."

   What is a collaborator? ____________________________________

   ____

4. p. 151 "He therefore devised a curious and cunning stratagem." What was the cunning stratagem he was devising? (define it)

   ____

5. p. 153 " . . .They were used to her loquacity and gullibility . . ."

   loquacity means ____

   gullibility means ____

6. p. 155 "Stefan discreetly sold the gold bars one by one . . ."

   discreetly means ____

7. What would you say the lesson of this fold tale might be?

   ____

   ____

8. If you could write a different ending to this story what would it be?

   ____

   ____

9. Why is this a folk tale? (What is repeated? What is the surprise ending? --- Remember from Language class?????)

   ____

C. Find the meaning or explanation of the underlined word in each sentence. On your paper match each underlined word with the correct meaning listed after the sentences.

1. The baboon's face was ugly with anger, and the boy decided he had never seen so hideous a countenance.
2. The accountant explained to the merchant that his claim for a tax deduction was entirely legitimate, since the law allowed that claim in all similar cases.
3. In complete darkness the pupils of your eyes will open very wide until they are fully dilated.
4. The witness told a complicated but credible story which the jury could readily believe.
5. The visitors to the mansion were greeted with regal ceremony, almost as though they were received by royalty.
6. After receiving the anesthetic, the patient remained dormant for the entire day, and his wife could not rouse him from his sleep.
7. When the horse got the bit between his teeth, he became so intractable that reins and spurs and whip could not control him any longer.
8. The prisoner tried to avoid arrest by displaying some forged papers, but the subterfuge did not succeed.
9. The burglar carefully wiped away his fingerprints, but he neglected to obliterate the other traces of his crime.
10. Ronald always had plausible explanations for his lateness; they sounded reasonable even if they were not always true.

THE MEANINGS

a. sleeping
b. remove all traces
c. believable
d. apparently reasonable
e. uncontrollable
f. opened wide
g. trick or device to escape something
h. allowed by law
i. face
j. royal

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	(1) The drowning man was carried to the beach where he was given artificial respiration in hopes of "bringing him around." (2) After hiking through the wood all day, I was as "famished as a bear." (3) Thoughvault, Economy Co. pages 82-83. Discuss why they may have chosen a different answer. Did it change the ideas in the sentence? (4) The football player was hit hard but he "picked himself up" and resumed his position for the next play. (5) Jack couldn't 'hold it back", even though he tried to stifle the giggle. (6) Newspaper headlines that would be examples of familiar expressions used.	
··The student can rephrase a passage, so that one knows that an unknown word is understood.	3. Teacher-children work together from overhead. a. Evaluate their context clue skills.	
··The student can infer through chapter date which animal seemed more able to cope with the outdoors--the lab or the terrier? Why?	4. Chapter 7 should be read silently with goal in mind. a. Discuss objective. Give chapter date to support your feelings. (Objective must be on the board.) b. Use chart form on board to gather evidence: Things they did to "cope" - Bodger Luath c. Group decides.	
··The student can identify meaning of a new word by context clue.	d. Using chapter 7, discuss together the possible meanings of: On Board in context: feline - page 81 voraciously - page 82 incredulously - page 85 molybdenum - page 86	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Thoughtvault, pages 82-83	Newspaper headlines	
Incredible Journey, chapter 6 worksheet, lesson 6 activities 2 & 3	overhead projector	
Incredible Journey, chapter 7		
	board	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	(e) Be sure to discuss the clues used if there were any.	
The student will be able to recall the first two kind of context clues.	5. Review: a. words in a series b. familiar expression	
The student will be able to identify the synonym or restatement clue.	C. Practice SYNONYM OR RESTATEMENT Clue 1. Reader infers meaning of unknown word because it repeats an idea expressed in known words nearby. 2. Teacher review procedure. a. Read through sentence. b. Underline/Discuss c. Express d. Apply 3. Teacher hand out worksheet f, page 106 in Teacher Resource Book. 4. Follow steps for cloze procedure. 5. Use skillbook in Dimensions, page 22 (TM 41) as a drill. Assign it. After 5 minutes, discuss the answers.	
The student can discover the meaning of the unknown words in a sentence through direct explanation clue.	D. Practice DIRECT EXPLANATION Clue 1. Writer gives explanation of unknown word to assist reader. They may be: a. Directly before unfamiliar word. b. Directly after unfamiliar word. c. Both before and after unfamiliar word. d. Writer may use signal words "or, that is" or use commas alone.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 43, Example #2, a-d		
Teacher Resource Book, pages 106-107, worksheet f		
Teacher Resource Book, pages 43-44 blackboard, overhead		
Teacher Resource Book, page 45		
Dimensions, skillbook, page 22 teacher manual, page 41		
Teacher Resource Book, page 45, example #2 a-d		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

2. Teacher review procedure.
    a. Read
    b. Underline/Discuss
    c. Express
    d. Apply

3. Teacher hand out ditto for cloze procedure as outlined in Teacher Resource Book
    a. Teacher explains to class that they should look for clues to help determine unfamiliar word.
    b. Class to spot special kinds of clues the writer uses.
    c. Writers may use unfamiliar definitions for students.
    d. Teacher write on board: "To sacrifice is to give up something for the sake of something else." "Zepher, my dog, is asleep." "Carnivores such as lions and tigers live in Africa."
    e. Explain that in all the sentences the writers define the underlined word. (Discuss sentences.)
    f. Stress that writer is providing clues to the meanings of words underline.
    g. Project transparency.
    h. Discuss what writer has done.
        (1) clues are either a definition,
        (2) or example,
        (3) or restatement
    i. Students should identify clues for sentences.
    j. Students identify appropriate meaning for underlined word.
    k. Discuss student's answers.
    l. Follow same procedure for all sentences.

4. Teacher hand out worksheet.

5. Class complete independently.

6. Check and discuss.

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MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 45		
Teacher Resource Book, page 108		
Teacher Resource Book, pages 46-47		
Teacher Resource Book, pages 48-49, transparencies 1 & 2	overhead projector	
Teacher Resource Book, page 50		
worksheet #1		
transparencies 3	overhead projector	
Teacher Resource Book, page 53		
Teacher Resource Book, page 51		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
85	7. Remind class that all words in sentence/paragraph make up setting or background. a. Background/setting in a paragraph that the words make is called context. b. Project Transparency 3. c. Students read silently. d. Clues are provided for an unfamiliar word by: (1) a word (2) a phrase (3) entire sentence e. It can appear anywhere in the passage. f. Ask students to identify clue to meaning of each unfamiliar word underlined on transparency. g. Identify meaning of unfamiliar words. 8. Teacher write advertisement of board - "With this new kit your shoes will always be shiny and bright." a. Going to play a game. b. Guess name of pretend produce described in sentence. (Not brand names.) c. By looking at clues in sentence students should be able to identify product as a shoe polish or wax. d. Write remaining advertisements on board, follow same procedure. e. Hand out Worksheet #2. f. Discuss answers. (1) c (2) a (3) b 9. Remind class about context. a. Project transparency. b. What does horse usually mean? c. Place overlay, teacher read orally sentence. d. Ask what horse means? Is it what your responded the first time?	86

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 51	advertisements, board, pencils	
Teacher Resource Book, page 52		
Teacher Resource Book, page 54 worksheet #2		
Teacher Resource Book, page 55		
transparency 4 & overlay, pages 57-58	overhead projector	

87

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OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	e. Identify clue to meaning of word horse on transparency. f. Teacher draw line under clue. g. Discuss how clue helped in defining word. h. Students do worksheet independently, discuss answers. i. Worksheet (ditto) or transparency for page 61, 62, 63.	
''The student can respond to the meaning of an unknown word based on the overall chapter situation "context clue".	10. Recall chapter 7 by cassette recorder & tape. a. Do together lesson 7, activity 2. b. Assign lesson 7, activity 1. c. Review the vocabulary based on overall story idea. d. Discuss the pronunciations of the new words. e. Look over some passages in chapter 7 for different kinds of context clues.	
''The student can give logical reasoning behind answers to opinion questions concerning chapter 7.	f. We discussed which character up to this point we thought could cope the best with its problems encountered on the journey. Most of you thought _________ was the one. g. Discuss: (1) Why do you think their friendship was so close? (Bodger and Tao). (2) Why do you think he got so much pleasure out of attacking the collie? (3) What was the funny trick? Who taught him that trick? (Find it and read it aloud.) (4) What mistake did Luath make when he attacked the porcupine?	
''The student can explain how characters (minor ones) can become part of the "setting".	h. Allow time for uninterrupted silent reading of chapter 8 in Incredible Journey. i. Teacher manual, lesson 8, activity 4. j. Show FS section. k. Get into discussion groups of 3 or 4 only. l. Groups discuss top half "Canadian Wildlife" m. After 15 minutes, group, as a whole, discusses the human qualities these animals	
89		90

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 56 worksheets 3 & 4 answers, page 56		
Teacher Resource Book, pages 61-62	overhead or worksheet	
Incredible Journey, chapter 7 cassette #1, "Porcupine" attack	cassette player	
lesson 7, activities 1 & 2		
Incredible Journey, chapter 7		
lesson 7, activity 4		
Incredible Journey		
filmstrip frames 24-65 only	filmstrip projector	
worksheet, lesson 8, activity 4		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	possesses and show at their reunion (bottom a. & b. of "lesson 8, activity 4". Worksheet for discussion).	
''The student can identify human qualities of affection and excitement in the main characters (animals).		
''The student can orally create a descriptive passage to explain the same idea expressed by the author.	n. Review - teacher manual, "lesson 8 - activity 4". o. Using teacher manual, "lesson 8 - activity 6", teacher carries on discussion. Elicit their way of describing the same passage. (ORAL DISCUSSION) Write good ones on the board.	
''Student can identify what the descriptive passage of the author means, given choices.	p. Ditto - assignment: "lesson 8 - activity 2". Emphasize: think about how passage fits into chapter 8!!! q. Correct in class together exchanging papers.	
''The student can identify the meaning of unknown word through "experience" context clue.	E. Practice EXPERIENCE Clue 1. Often life experiences or indirect experience through reading provides us with clues. 2. Apply procedure. a. Read b. Underline/Discuss c. Express d. Apply 3. Follow cloze procedure to complete worksheet 1. 4. Discuss worksheet. 5. Additional activities. a. Teacher hand out ditto, read directions with class, assign. b. Discuss worksheet. c. Students may classify experience clues according to:	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Incredible Journey, lesson 8, activities 2, 4, & 6		
Teacher Resource Book, page 63		
Teacher Resource Book, pages 109-110 worksheet i		
Teacher Resource Book, pages 63-64 ditto, pages 63-64		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	(1) life experiences (2) vicarious experiences (3) language experiences. 6. Teacher write on board for class discussion. a. He fought with the truculence of a bulldog. b. At Thanksgiving and Christmas time indigent families are fed by the Salvation Army.	
··The student can identify meaning of words through context of chapter 9.	7. Chapter 9 is long and may be read aloud in order to develop PLOT. a. Three purposes: (place on board) (1) Hear oral expression. (2) Study plot for follow-up (3) Stop for unknown words and clues used together. b. A plot is the series of events the author sets up in a certain order for social effect to tell a story.	
··The student can show understanding of PLOT through arrangement of events in order and related in cause and effect.	c. The events in a plot have a "glue" that keep them related or together. One event leads to another. CAUSE - EFFECT. d. Children will take the events of chapter 9 and rearrange them correctly and be able to tell why one caused the next event to happen. They may use books.	
··The student can describe a metaphor or descriptive explanation by means of drawing a picture.	e. Child has recently tried to choose correct meaning of what the author wrote in various passages. (WS a few days ago) f. Teacher manual, "lesson 9, activity 2". Ditto-EMPHASIZE using a dictionary.	
··The student can identify the meaning of an unknown word through "Explanation through Example" type of clue.	F. Practice EXPLANATION THROUGH EXAMPLE Clues 1. Nearby a new word, a reader may find an example that helps illuminate the meaning.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Incredible Journey, chapter 9		
Incredible Journey, worksheet, lesson 9, activity 2		
Teacher Resource Book, page 65		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Words like such as, for example, like, including, are examples used by writers. 3. Follow procedure. a. Read b. Underline/Discuss c. Express d. Apply 4. Follow cloze procedure in Explanation Through Example. 5. Correct and discuss cloze technique for worksheet (h). 6. Additional activities. a. Use overhead or board for sentences on page 66. Have class explain signal words or example clues.	
"The student can identify a "Summary Clue in helping them unlock a new word."	G. Practice SUMMARY Clue 1. New word appears to "wrap up" a whole situation. 2. We can reason out the meaning because we know the circumstances the new word is summing up. 3. The situation the new word sums up can be found before or after the new word. 4. Follow procedure with example. a. Read b. Underline/Discuss c. Express d. Apply 5. Follow cloze procedure for reinforcement of skill. 6. Hand out worksheet for cloze procedure.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 109 worksheet h		
Teacher Resource Book, page 66		
Dimensions, text, pages 39-55		
Teacher Resource Book, page 67		
Teacher Resource Book, pages 110-111 worksheet j		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	7. Class to complete, discuss.	
	8. Additional activities. a. Use overhead to show examples, class to describe summary clues. b. Class to write examples of summary clues, exchange, discuss with partner. c. Child draws word out of a box. Looks it up in dictionary. Describes something with it, summarizing the description with the use of the new word. Exchange papers to see if peers can guess meaning of new word. Some examples may be: hideous, feigned, inflorescent, caddish, copious, dank, macabre, docile, morbid, inconsistent, incurious, flagrant, dauntless, clinquant, buccal, abluent, gimlet-eyed, gregarious, incisory.	
''The student can interpret the author's meaning through use of context clue and multiple choice. ''The student can identify the feelings of the characters based on ideas from the story transferred into map form.	9. Read chapter 10 in Incredible Journey. a. Do lesson 10, activity 1 b. Correct it in class to review chapter 10. c. Child can transmit what is read into may form. d. Assign chapter 11 to be read to find out how realistic the ending is. Be ready to discuss.	
''The student can criticize with logical proof the realisticness of this conclusion for the story.	10. Play cassette. How does this make you feel? Is it believable? Is it possible? How often would this happen with animals lost? a. Use teachers guide, lesson 10, activity 5 questions to discuss. b. What kind of an ending would you have written? Why?	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 67-68		
	words on cards, box	
Incredible Journey lesson 10, activity 1		
overlay of map	overhead projector	
Incredible Journey cassette, chapter 11 pages 140-145	cassette player	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
••The student will create new ending to story.	c. In the film what should we look for? List on board together. Think how the film differs from the book. Be ready to hand in on paper three differences that you observed.	
••The student can define mood as an element of prose. (Elements of Prose: A. setting B. characters C. plot D. mood E. theme	11. Put on board: Definition of Prose: a literary medium distinguished from poetry by its irregular rhythm and its similarity to speech. (Writing in paragraphs.) a. Review the elements of prose: (1) Characters (2) Setting including mood (3) Plot including theme b. Emphasis on MOOD today. Theme is promoted by setting which includes mood, plot, and character. c. Mood involves emotion. d. A good kind of mood story is a ghost story. e. Teacher manual, 86-87, Dimensions. f. Read story silently. Look for: What mood does it seem to express? How does the author create this mood? g. Compare our findings to the mood of this next assigned story. (pages 64-66 - skillbook) Tell what mood is and what the author does to promote that mood.	
••The student identifies mood differences in two similarly thematic stories.	h. Define mood as an element of prose. i. Review mood of The Lone Grave. j. Discuss skillbook story, pages 64-66. k. What mood does it present? l. What does the author do to provoke this mood? m. Skillbook page 66. n. Skillbook page 63. Assign, correct and discuss. No collection . . .ask for the whys of their answers.	The Incredible Journey Final Test Lesson Plan Guide pages 63-64.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	The Incredible Journey Walt Disney version film	
Dimensions, "The Lone Grave", pages 158-162 teachers edition, pages 86-87		
Dimensions, skillbook, "The Water Ghost of Harrowby Hall", pages 64-66		
Dimensions, skillbook, pages 63-66		

The Incredible Journey

Final Test

Name ________________

Date ________________

Context Clues

Explain, in your own words, what these passages mean.

Page 51 (YOU MAY USE YOUR BOOKS)

"He (Bodger) had always had a happy disposition, and most of the time looked perfectly content, trotting along through the vast stillness of the bush with stolid, unalterable good humor."

1. Stolid means: A. solid B. not easily excited C. lonely D. cruel

2. Unalterable means: A. funny B. cruel C. not easily changed D. silent

Page 81

"The dog, for the first time and last time in his life, capitulated. That day a bond had been formed between them, and thereafter they had been inseparable."

1. Capitulated means: A. Mark by chapters B. Capitalize C. smiled D. Gave in

2. Inseparable means: A. Separated B. Not separated C. Not suffering D. Not happy

Character Study

1. On pages 84-85 starting with "The Labrador . . .", that paragraph describes three characters; Bodger, Luath, and the Collie. Which character would you select as the clever one? Why?

2. If you were to meet these three animals (Luath, Bodger, and Tao) which animal do you feel you could be the closest to, basing your answer upon the observations you have made in reading the story. Give at least two reasons why you selected the one you did.

3. Which animal do you feel was able to cope with the journey the easiest if you had to choose one? Why do you say so? Give at least two reasons.

4. Using your text, find ONE PASSAGE in the story that is evidence that the three animals cared about each other. (Remember, animals might show their feelings differently than humans, since they can't talk.)

5. In Language class we have been learning how to write a paragraph using ORDER WORDS to tell what happened first, next, then, finnally, etc. Using this form, write a time-order paragraph describing these events in chapter 5. Begin this summary paragraph with the topic sentence: In chapter five the three travelers had a frustrating difficult experience.

Use the lined paper provided, and take care with your paragraph FORM.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
''The student can identify the use of mood clues through the discussion of examples and identification of new words in context using these clues.	H. Practice MOOD OR TONE Clue 1. Harmony and inferences are the key words using this context clue. 2. Reader must infer a feeling that harmonizes with all the context. 3. Follow procedure for example with class. a. Read b. Underline/Discuss c. Express d. Apply 4. Use cloze procedure for this technique. 5. Teacher hand out worksheet K for class to complete, discuss. 6. Additional activities. 7. Write creative stories using this type of clue. 8. Teacher write on board additional statements from page 69 for discussion. 9. Review mood clue by reading a passage from a story which has an unknown word, yet the entire mood helps you understand what the word means. (Try mystery book or Edgar Poe, "The Sphinx" story).	
''The student can identify the comparison or contrast clue in finding the meaning of new words through context.	I. Practice COMPARISON or CONTRAST Clue 1. Reader compares new word's meaning with an idea already known to him. 2. A simile may be a key. "The moon is shaped like a ball."	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 68-69		
Teacher Resource Book, pages 111-112 worksheet k		
Teacher Resource Book, page 69		
Dimensions, text, pages 158-162 teacher manual, pages 86-88	mood clue example is a library book Suggested reading aloud "The Sphinx", Poe "The Tell Tale Heart", Poe	
Teacher Resource Book, pages 69-71		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

3. A metaphor may be a key. "The road was a ribbon of moonlight."

4. Follow procedure to apply example for class.

   a. Read
   b. Underline/Discuss
   c. Express
   d. Apply

5. Use cloze procedure to apply technique.

6. Teacher hand out ditto for cloze procedure for class to complete, discuss.

7. Additional activities.

   a. Project transparency 1.
   b. Students read silently, teacher read aloud.
   c. Draw line under instead of being runny Explains that this is a clue to meaning of unknown word, it tells us what the unknown word is.
   d. Tell class that aute is not runny. What would something be if it is not runny?
   e. Class should respond it could be hard, solid, firm.
   f. Look at four possible meanings for aute, determine meaning.
   g. Project transparency 2, follow same procedure, Answers: auto d; zerb c; thabed a.

8. Look at word meaning beside #1 on worksheet.

   a. Listen to determine correct meaning of pretend word "mank".
   b. Two students read dialogue.
   c. Class listens to dialogue and crosses out meaning on worksheet as they become inappropriate based on dialogue read.
   d. When student thinks he has correct answer, raise hand.
   e. Discuss response.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 70		
Teacher Resource Book, pages 112-113 ditto 1		
Teacher Resource Book, pages 70-71 transparencies 1 & 2 pages 75-76	overhead projector	
Teacher Resource Book, page 71 transparency 2		
Dialogues typed on card for everyone		
Teacher Resource Book, pages 72-77 worksheet		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	9. Worksheet 2. a. Teacher does example with class, students complete worksheet. Answers: example b 1. c 2. a 3. c 4. a 5. b	
	10. Worksheet 3. a. Hand out worksheet, class completely independent. b. Discuss responses. Answers: 1. b 2. b 3. ugly, funny, etc.	
	11. Follow procedure outlined in book. a. Divide groups into 3, give each group set of colored cards. b. Play game to match nonsense word in sentence to real word.	
	12. Worksheet 4. a. Students do worksheet independently. b. Discuss responses. c. Answers, page 74, Teacher Resource Book	
	13. Worksheets 5 & 6. a. Teacher does example with class. b. Class complete independently. c. Discuss responses. d. Answers page 74, Teacher Resource Book	
	14. Worksheets 7, 8, & 9. a. Teacher does example with class. b. Class complete independently. c. Discuss responses. d. Answers, page 74, Teacher Resource Book	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILL AND LITERARY INFORMATION
Teacher Resource Book, page 78 worksheet 2		
Teacher Resource Book, page 73 worksheet 3, page 79		
Teacher Resource Book, page 73 cardboard strips, sentences, nonsense words, and word meanings	felt tip markers	
Teacher Resource Book worksheet 4, page 80		
Teacher Resource Book, worksheets 5 & 6, pages 81-82		
Teacher Resource Book worksheets 7, 8, & 9, pages 83-85		
Teacher Resource Book, page 89 transparency 3	overhead projector	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	15. Transparency 3, page 87, Teacher Resource Book a. Project transparency. b. Ask class what wing usually means? c. Place overlay on transparency. d. Draw line under "instead of putting material in main building". e. This is a clue to meaning of word, it tells us what the underlined word is not. Wing is not a main building. f. Look at 3 possible meanings of wing. g. Determine meaning which comes closest. h. Discuss student responses. i. Stress sometimes knowing what a word is not can help determine meaning. j. Contrast clues provide another means which author can help understand meanings of words. k. Hand out worksheet 10. l. Teacher does example, class complete independently. m. Discuss responses. n. Answers, page 86, teacher manual.	
	16. On transparency list examples on page 90, class tell if it is comparison or contrast clue.	
"The student can identify the author's ways of creating a specific mood in a given story.	17. Assign them to read "The Monkey's Paw", after you have read into the story with them a little ways--set the story up for them. a. Ask: Why is this mood the mood it is? b. What was the author's reason for ending the story the way he did? How would you have ended it . . .Why?	
"The student can identify the reasons E. A. Poe may have written the way he did.	18. FS on E. A. Poe's life--- a. Children take notes. b. Discuss their notes and the goal. c. Hear Poe's poetry put to music after the said poem is read. Music and poetry are related.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book worksheet 10, page 86		
Teacher Resource Book, page 90	overhead projector	
		"The Monkey's Paw", a short story
	Filmstrip on Edgar Allen Poe's life "Bells" cassette, Spoken Arts Record: Poe music - A Buddy Morrow recording (Mrs. Loft has the recording)	Have students take notes as you talk about Poe's life, then relate the kinds of stories he wrote to the way he led his life. What were influences in his life which affected his writing?

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"The student can discriminate the main ideas to write in the form of notes when given a specific purpose for writing. "The student can idenify how poetry and music are related. "The student can visualize what is heard on paper--in form of scene from a horror story.	d. Hear "The Tell-Tale Heart". e. They may draw what they hear--a scene from the story. f. "Man Against Himself" and "The Black Cat" have similar plots.	
"The student will create an ending to a story given only the story itself without the ending . . .	A. Review his life. B. Hear some more sample poems by him--"The Raven", Annabel Lee C. His stories were also famous. Name some from notes in last lesson. D. Children will hear "The Black Cat" up to the point where he "buries the ax in her brain!" E. Children write their ending to the story. F. Give rest of hour for creative writing. Encourage neatness, correct spelling, complete, well punctuated sentences and paragraphs. G. Encourage them to dwell on maintaining the mood of the story and tell how the main character feels inside. Use adjectives.	

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MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	"Tell Tale Heart" (This may be too violent for some classes) cassette, Spoken Arts 1. Child can write the ending to the story to: a. Continue the established mood the author has created to this point b. Decide how you would have the story end. Will the murderer be punished? Will he go free? Will his conscience bother him?	
		Edgar Allan Poe - poems
	"The Black Cat" (This may be too violent for some classes) recording record player or cassette	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student can identify the meaning of an unknown word through use of inference clue.	J. Practice INFERENCE Clue 1. These types of clues overlap all other clues except direct explanation. 2. Follow procedure. a. Read b. Discuss/Underline c. Express d. Apply 3. Use example to apply clue. 4. Use cloze procedure to reinforce clue process. a. Hand out ditto for cloze procedure. b. Class complete, discuss. 5. Additional activities. a. Cause and effect relationship is related to inference clues. b. Explain that modifiers or clauses give information to understand words in context. c. Write on board: "Because Anita cut her finger badly, she went to the doctor." "So the sun wouldn't hur her eyes, Ellen put on sunglasses." d. Teacher explain how modifying words help to determine meaning of doctor or sunglasses. e. Project transparency 1. (1) Class to identify modifier that provides clue to meaning of missing word (2) Teacher underline modifier on transparency. (3) Students to idenfiy missing word for context. (4) Discuss answers. (5) Follow same procedure for other sentences. (6) Answers, page 91, Teacher Resource Book.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 90		
Teacher Resource Book, pages 90-91		
Teacher Resource Book, pages 114-115 ditto m		
Teacher Resource Book, pages 91-92		
transparencies 1 & 2	overhead projector	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	6. Hand out worksheet 1 for students to complete. a. Discuss answers. b. Clues and answers. Page 92, Teacher Resource Book.	
"The student will apply cause & effect, sequence, organizational thinking, and context clues to a cooking activity.	7. Worksheet 2, 3, 4. a. Hand out worksheet. b. Do example orally. c. Class complete. d. Discuss answers page 92, Teacher Resource Book.	
	8. Additional activities on page 99 if needed, may write on board or use overhead.	
	9. Procedure: Explain that cooking is a non-reading class activity. Reading skills are used in everyday life! a. See four recipes for four groups b. Children will unlock unknown words using context clues. c. Children will plan a day ahead to organize themselves. d. Children will cook the recipes using sequencing, cause & effect. e. You may alternate another activity with this so not too many children are in the kitchen.	Evaluation 1. How does it taste? 2. What were some problems involved in an every day task such as cooking? 3. What would you have done differently? 4. Can you namesome other outside activities in living using readin skills?

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book worksheet 1, page 95		
Teacher Resource Book worksheets 2, 3, 4 pages 96-97		
Teacher Resource Book, page 99		

CHOCOLATE-ALMOND BARS

1/3 cup margarine

3 cups Nature Valley Granola, slightly crushed

1 pkg. (6 oz.) semi-sweet chocolate chips

1/2 cup flaked or shredded coconut

1/2 cup slivered almonds

1 can sweetened condensed milk (14 oz.)

Heat oven to 325 degrees. Heat margarine in baking pan (13 x 9). Rotate pan until margarine covers bottom. Sprinkle granola evenly over margarine. Bake for 15 minutes. Disperse chocolate chips, coconut and almonds over granola.

Pour milk evenly over the top of the misture. Bake until light brown, about 20 minutes. Run knife around edges to loosen sides while warm; cool. Cut into bars about 2 x 1 1/2 inches. Makes about 32 bars.

BANANA ENERGY BARS

3/4 cup soft butter or margarine

1 cup packed dark brown sugar

1 egg 1/2 tsp. salt

1 1/2 cups mashed ripe bananas

4 cups uncooked rolled oats

1 cup raisins

1/2 cup chopped walnuts

Cream butter and sugar until light and fluffy. Beat in eggs, salt, and bananas. Stir in oats, raisins, and nuts. Turn into a greased 13 x 9 pan.

Bake at 350 degrees one hour or until cake is tested in middle with a toothpick and comes out clean. Let cool completely. Cut into 2 x 1 bars. Makes about 58 bars.

CRUNCH CLUSTERS

1/2 cup peanut butter (smooth or crunchy)

11 1/2 oz. package chocolate chips

1 cup dry roasted peanuts

1 cup chow mein noodles

"Disintegrate into a liquid state" the chocolate chips and peanut butter in a double boiler. Stir in the peanuts. Stir in the chow mein noodles. Drop onto a cookie sheet lined with wax paper. Let cool and store in refrigerator, those not eaten.

Makes about forty cluster.

LACE COOKIES

1 1/2 cups rolled oats

1 1/2 cups light brown sugar

2 T. Flour

1/2 tsp. salt

2/3 cup melted butter

1 egg, slightly beaten

1/2 tsp. vanilla

Consolidate oats, brown sugar, flour and salt in an amalgamating vessel. Blend well, Stir in melted butter and add egg and vanilla. Beat to blend.

Let the batter gravitate by 1/2 tsp. full about 2 inches onto an ungreased cookie sheet. Bake at 350 degrees for about 5 minutes or until lightly browned.

Let cookies stand briefly. Remove them with a spatula as soon as firm, but not cool. Makes about 60 small cookies.

CAPABLE READER PROGRAM

UNIT A2

LESSON PLAN GUIDE

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC142196

CAPABLE READER PROGRAM

UNIT A2

OBJECTIVE

Given a selection, the student will determine the implied main idea or theme and hypothesize the nature of the characters.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	IMPLIED MAIN IDEA	
I. The student can determine the key words in sentences to further develop an idea of the main idea.	I. Key Words In A Sentence A. Hand out ditto directions to class - explain. B. Have class complete activity #1, discuss. C. Class may take articles from newspaper story and follow same procedure - make telegram from article. D. Using quotations. 1. Use overlay 2. Whole class together identify key words. 3. On paper, students write key words. (a) Discuss answers. E. Remind (guide) students they are finding the main idea of a sentence. F. Practice using content area material. G. Use board or overhead to write out sentences. Class pick out key words.	
The student can identify key ideas (groups of key words) that add up to a main idea stated in a given paragraph.	A. Teacher write on board or overhead example paragraphs (1-5) B. Class to pick out key ideas. (teacher write down) Add them up and come up with main idea. C. Select paragraphs from a reading book and follow procedure as in activity 4.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 132-133 activity #1		
Taskmaster 7^2 - #24 (key words which reveal a definition)		
Teacher Resource Book, pages 134	overhead projector of activity #2 sentences	
Teacher Resource Book, page 134	board, overhead	
Teacher Resource Book, pages 134-136 activity #4		
Dimensions - any page or paragraph		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
II. The student can identify main thoughts in a paragraph. After adding up main idea, students are to decide if main idea is not stated by the author. One main idea may extend through a number of paragraphs.	II. Key Sentence In A Paragraph A. Refer to example given in Teacher Resource Book for activity 5. B. Students will find main idea. C. Students discover no main idea stated, students must infer it. D. Students must decide if idea is stated or not. E. Ditto (transparency) hand out example paragraph - do orally with class, look for main idea whether inferred or stated. F. Reading and Achieving - page 10. Do orally with class. G. Thoughtvault, pages 17-18. Silent reading - class complete page 18 independently.	
"The student identifies a main idea in the form of a topic sentence.	A. Distribute Listen and Think, G. B. Do Lesson 2-G - "Identifying Main Idea" (Topic is Mountain Men.)	
"The student can identify a main idea sentence in a paragraph and then write it in a form of a question, using it for an interview.	A. Students write answers on notebook paper after determining the main idea. Example: 1. Main idea: "Jacques Cousteau is so...." 2. My interview question: "How much of your life have you spent exploring the oceans?"	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 137 activity 5		
Critical Reading Skills, Book A, pages 7 & 8.	Reading and Achieving, page 10 paper, pencil	
Taskmaster, 6^2 - #24		
Thoughtvault, page 17-18	paper, pencil	
Listen and Think, G		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
**The student can identify topic sentence of paragraph and main idea of a passage.	A. Activity #6. 1. Project transparency - students read paragraph. 2. Remind class that sometimes a paragraph has a topic sentence - and sometimes it does not, but the paragraph still has a main idea. 3. Paragraph on transparency has a main idea (topic sentence) - class identify topic sentence. 4. Discuss response. 5. Place overlay 1 - students read paragraph - this paragraph does not have topic sentence - students to identify main idea statement. 6. Place overlay 2 - one of the four statements identifies main idea of the two paragraphs. 7. Teacher goes through four statements. Discuss if they could be the main idea - why/why not? Discuss why main idea statement was chosen. 8. By examining each paragraph in a passage - decide what each paragraph is about - should be able to determine main idea of that passage. B. Discuss and assign pages 66-68, Be A Better Reader. C. Collect and correct. D. Activity #7. 1. Hand out ditto worksheets. 2. Teacher do example with class, they can complete independently. 3. Discuss answer. E. Activity #8, Teacher Resource Book, pages 146-148 may be used to help develop main idea of a passage.	
**The student can identify the details which support a main idea through the skill of taking notes, then later organizing notes into an outline.	A. Linescapes, "Sun Kingdom of the Aztecs" 1. Introduce the story. 2. Objective on board: Notetaking will be used as a means to gathering main ideas of the story regarding this topic: List the ways Castillo reacted to the new culture when he saw the capital of the Aztecs. 3. Take the notes you have written and then put them into an outline. Both notes and outline will be collected for evaluation.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 137-143, activity #6 Transparency 1, with overlays 1 & 2	overhead projector	
	Be A Better Reader, I, pages 50-52 Be A Better Reader, I, pages 90-92	
Be A Better Reader, D, pages 66-68		
Ditto worksheet 1,2,3 Teacher Resource Book, pages 143-145	pencils	
Teacher Resource Book, pages 146-148	Taken from Wisconsin Design Main Idea Skill - includes gameboard I and strips of cut paper with both main idea statements & paragraph sentences.	
Use Thoughtvault workbook, pages 67-68 as a guide. (You may make a ditto of workbook page 67).		
Linescapes, "Sun Kingdom of the Aztecs," pages 122-126.		
Teacher manual, pages 92-93.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	4. As a follow-up to the story, the class discussion may occur. a. TM, Resource Book to Linescapes, pages 92-93 - "Interactions." b. If there are troubles on the assignment, try again with library (encyclopedia, research for notetaking, see TM, page 93, "Exploration," number 4 suggestion.) c. Workbook, Thoughtvault, page 69. "Check-up" and "Skill Session" (first one only)	
**The student can identify main ideas and details to be added to an already established outline.	A. Distribute Listen and Think, Book G, Lesson 4. B. Have an overlay of Lesson 4 to point out how carefully they must notice the indentations of the lines in the exercise. Explain outline form if necessary.	
**The student can write an outline, from the outline write a passage, and using the outline on 3 x 5 cards, give a short speech on the topic chosen.	A. Student will choose a topic for outlining, writing passage, and finally, giving a speech. 1. Choose a topic. 2. Write an outline for the three things you would like to mention about it. 3. Write a passage of 5 paragraphs using the outline as a guide. 4. Make a 3 x 5 card for the talk you are to give with your three things listed in outline form. (No other notes used.) 5. Sample: I. Three Kinds of Stitches in Embroidery That I Like A. Lazy Daisy 1. Flowers 2. Loops B. French Knot 1. Creates texture 2. Takes a long time to fill in an area with these. 3. Used for flowers or for fur on animals such as sheep or puppies.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Thoughtvault, page 69		
Listen and Think, Book G, Lesson 4		
	3 x 5 cards More topic ideas: "What I learned about wrapping gifts" "Three safety rules for snowmobiling" "Three things to remember while shopping for Mom and Dad's Christmas gifts" "Three things to remember when baby-sitting" "Three of the most interesting gifts I've ever received" "Three things I've never been able to understand.	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	C. Outline Stitch 1. Used as basic outlining of objects 2. Is neatly done 3. Takes practice for neatness Passage: ¶ 1 There are three stitches in embroidery work I enjoy the most: the lazy daisy, the French knot, and the outline stitch. ¶ 2 The lazy knot . . . ¶ 3 The French knot . . . ¶ 4 The outline stitch . . . ¶ 5 I have just explained the three stitches which I feel . . .	
**The student can determine which paragraph does not relate to a given passage topic.	A. Activity #9 1. Follow procedure as outlined in Teacher Resource Book, page 149.	
III. The student can identify which given main idea (implied) fits what paragraph. Implied main idea: A. In a paragraph B. Of a series of paragraphs—(overall passage)	III. Main Thought In A Paragraph A. Activity #10 1. Follow procedure as outlined in Teacher Resource Book, page 153. B. Activity #11 1. Follow procedure as outlined in Teacher Resource Book, page 158. C. Teacher reads aloud paragraph, students write down 1 or 2, depending on which main idea they think the read aloud paragraph belonged.	
**The student can determine the implied main idea through use of "adding up" key ideas, plus using "headings" in factual writing such (continued)	A. Activity #13 1. Follow procedure as outlined in Teacher Resource Book, age 161.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
transparency 2 - 4 Teacher Resource Book, page 149	overhead projector, grease pencil	
Teacher Resource Book, page 153 transparency 5, overlay 1, 2, 3	overhead projector	
Teacher Resource Book, pages 158-159 paragraphs on index cards gameboard 2	2 ditto sheets scissors glue	
Teacher Resource Book, page 160 activity #12 (altered)		
Teacher Resource Book, page 161	textbook (science) main ideas (18) written on separate slip of paper	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
as soc. studies or science texts.		
**The student can infer the implied main idea of an article and summarize the main idea of the entire article.	A. Introduce story "Man with a Guitar". B. Put on board questions #2 & #5 from teacher manual, pages 96-97, from "Man with a Guitar", and discuss. C. Read "Man with a Guitar" orally - discuss answers to questions. D. Assign: Thoughtvault, pages 74-75.	
**The student can determine the difference between habitat and niche.	A. Introduce new story, "Habitat and Niche", pages 58-62. B. Use resource book, teacher manual page 80, question #1 for vocabulary expansion discussion. C. Worksheet, pages 37-38 from Thoughtvault workbook. D. Assign: Read "Habitats and Niche," pages 58-62. E. Discuss questions 2-8, TM	
**The student can identify the implied main idea based on how all other sentences relate to the implied main idea.	F. Assign: Thoughtvault, pages 39-41 1. Key ideas "added up" technique. 2. The use of "headings for various paragraphs for determining an implied main idea." 3. Write down only the 5 main ideas from these 5 paragraphs about Antartica. 4. Answers: a. Para. #1-Antartica is a large, cold continent of the earth. b. Para. #2-Antartica was discovered in the 1800's by several different people. c. Para. #3-Many explorers became interested in the South Pole's exploration.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Linescapes Resource Book, pages 96-97		
Thoughtvault, pages 74-75		
Linescapes, pages 58-62		
Linescapes Resource Book, teacher manual, pages 79-80		
Linescapes Resource Book, teacher manual, page 80. Thoughtvault, pages 37-41		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"The student can identify the main idea.	G. Assign Thoughtvault, pages 46-47, as an evaluation of outlining.	Thoughtvault, pages 46-47.
"The student can identify the main idea of a given story	A. Distribute Listen and Think student booklets. B. Play tape for lesson 12, Enjoying Humor. C. Assign Thoughtvault, pages 21-22, questions 1-4, (top 2/3). D. Introduce "More Alarms at Night". E. Assign "More Alarms at Night", Thoughtvault, page 45. F. Have them check answers to page 45 on page 246 at end of Thoughtvault. (Note: This may be optional for this unit. You may want to save it for the B-4 unit.)	
	CHARACTERS	
I. The student can describe himself with words and pictures to establish the idea of character's personal traits through several examining activities.	I. Character's Personal Traits A. Teacher hand out activity sheet. B. Discuss activity with class. C. Have class make a collage of themselves using magazine pictures and words from magazines to describe themselves. D. Pick a partner - have the partner make a collage of you (vice versa). E. Class present their collage and collage the partner made of them.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Thoughtvault, pages 46-47		
Listen and Think, tape and student booklets level G - lesson 12	tape recorder	
Thoughtvault, pages 21-22		
Linescapes Resource Book, page 63		
Linescapes		
Thoughtvault, page 45		
Thoughtvault, page 246		
Teacher Resource Book, page 167 activity 14	magazines - 12 x 18" construction paper paper (any color) glue scissors	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	F. Compare and discuss the two collages.	
**The student understand the technique of making inferences.	G. Develop character - describing vocabulary so the students have words to describe characters.	
**The student uses key words to describe literary characters/identifies which key words match which character.	A. Teacher hand out activity sheet.	
	B. Teacher read and discuss directions on activity sheet with class.	
	C. Class complete independently.	
	D. Orally go over list of characteristics they have made from activity.	
**The student can identify character personal traits by using factual statements as proof.	A. Teacher hand out activity sheets 16 & 17.	
	B. Discuss directions with class for worksheet.	
	C. Using famous TV or movie stars and their traits as portrayed on TV, students decide on a character and list ways in which this character is similar to the student. (Which one of you seems to have the same traits as The Fonz, Carol Burnett?) OR Have students cut out a picture of a person from a magazine. Paste it on construction paper. On notebook paper write a descriptive paragraph about this person based on what you see.	
	D. Introduce Bobbie and Joe—brother and sister in story to be read—"Swim for Life." 1. Goal: List facts in one column and information from these facts. What each character had for personal character traits—(at least 2 for each character).	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Thinking Thursdays, IRA	
Taskmaster 6^2 - #13		
Teacher Resource Book, page 168 activity 15		
Teacher Resource Book, pages 170-173 activities 16 & 17	magazines construction paper	For further information or review about descriptive paragraphs, see *MacMillan English*, Grade 5, pages 60-61, and Grade 6, pages 60-61.
Oceans and Orbits "Swim for Life" pages 7-16		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	E. After most have finished - discuss answers of chart results. 1. Samples: Facts: Bobbie stayed at twenty feet. Joe probed caves & crevices. Inferred Character Trait: Bobbie wasn't as experienced as Joe, followed rules. Joe was curious.	
''The student uses factual evidence in a story to infer the characters personal traits.	A. Introduce story, "A Gorilla Who Lived Like a Human," pages 22-23.	
	B. Story assignment - character 1. gather facts 2. make an inference about his personality.	
	C. Answer questions, page 23. Write answers on notebook paper.	
	D. Using students' lists of facts and resulting inferences, orally discuss the gorilla's personality.	
	E. Collect assigned questions.	The questions may be an evaluation.
''The student will us description and conversation for inferences about character traits.	A. Read orally and discuss (or assign) activities 18 and 19.	
	B. Discuss and assign follow-up from activity 19.	
	C. Assign "Sierra Night", pages 134-150.	
	D. Discussion: What can you infer about the characters speaking from these conversations and descriptions: (continued on next page)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Be A Better Reader, pages 22-23, workbook format Book I (blue) 20 copies & teacher manual	
Teacher Resource Book, pages 174-175 activities 18-19 Teacher Resource Book, pages 176-177 ditto Teacher Resource Book, page 177 follow-up Oceans and Orbits, text, pages 134-150 "Sierra Night"	magazines 9 x 12" colored construction paper glue scissors	Class may need additional work on determining direct quotations. If they do, you may provide the Worksheet on page 45.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	Sam 1. "Oh, sure," Sam said. "We'll get 'em down right away." page 135 Will 2. "I can do it!!!! etc. page 135 Sam 3. "Sam looked at..." page 135, par. beginning Will 4. "Without speaking..." page 136 Will 5. "Now, on the trail..." page 137 Frank 6. "He's hurt real..." "Yeah, that's right..." camper page 139 Frank 7. "Frank was..." Ease up". page 143 Father 8. "Yes," page 150	
**The student can write a cinquain interpreting the character's personal traits.	A. Introduce story and goal for today (objective), "The Height of a Man" 1. Goal: To interpret character by poem-cinquain*. 2. Teacher manual, page 103 a. master ditto 21 b. read story	
	B. Orally discuss teacher manual questions, page 103 - "characters' actions," and assign.	
	C. Hand in questions - on ditto, then discuss them aloud.	Check comprehension with ditto questions for grade.
	D. Explain CINQUAIN form 1. description (ditto) (teacher information) 2. examples 3. assignment: Write a cinquain based on one of the characters in our story: Pierre, Billy Barton; narrator, Timmy Carey.	
**Using the novel, The Witch of Blackbird Pond, the students will begin to study character development.	(Note: This novel may also be used as a culminating activity after all story analysis lessons are completed) A. Distribute all paperback novels of The Witch of Blackbird Pond to students. B. Introduction to The Witch...Pond book. 1. Time - 1687 2. Place - New England - Barbados a. Point out on world map location	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, pages 187-198, ditto master 21, Dimensions, "Preparation" Section		
Teacher Resource Book, page 178 (based on activity 21)		
Growing With America Kit The Witch of Blackbird Pond - paperback		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"The purpose of all students reading The Witch of Blackbird Pond is for Development of Characters' personality type as developed in lessons by the teacher. "Through this character development the students will be able to identify: a) character's personal traits. b) character's emotional reactions c) character's motives. d) character's development. e) contrast and comparison among characters. f) typical characterization questions as part of a study technique.	3. Characters (list) 4. Discuss Puritans 5. Discuss Quakers 6. Witchcraft 7. Colonial Self-Government 8. Hand out vocabulary ditto a. Need not be defined before starting story - keep handy and define as you read story - either using context clues or dictionary. 9. Reading of entire novel - The Witch...Pond. a. Keep a journal or log of some sort for each chapter. b. List in summary form main idea of chapter or any other information that will easily help you recall facts.	
"The student will list characters in a novel and infer each one's traits through examples of key words, stated facts, descriptive phrases, and/or conversation.	A. List the main characters of the story. B. Use key words to describe character's personal traits. Example: Kit - brave - adventurous C. List at least 3 stated facts from story to infer personal traits. D. List at least 3 descriptive phrases or conversations to infer personal traits.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
teacher's guide to The Witch...Pond (the story) fold-out find in tape	vocabulary Ditto - must be teacher made from fold-out found in tape	
	student notebook	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
II. The student can identify the emotional reactions of characters based on stated facts and conversation.	II. Character's Emotional Reactions A. Teacher reviews how statements and conversation tell what kind of personality they have. These are qualities a person seems to have all the time. B. Now we are going to look at a character's emotional reaction to different situations. We are going to see if you can identify the kind of emotion you observe based on facts and conversation. C. Discuss activities 22 and 23. D. Personality Traits: examples; 1. kind 2. considerate 3. mean 4. loveable 5. insincere 6. hard working 7. selfish 8. apathetic 9. responsible 10. anxious Emotional reactions change with each different situation. E. Review difference between personality trait and emotional reaction. 1. Use Pierre Gamper (The Height of Man - Dimensions) as sample. F. Activity #25 1. orally with teacher 2. choices on board G. Discuss activity #26. H. Relate to The Witch...Pond I. Write at least 3 statements that show characters emotional reaction. (Do this for at least 3 of the main characters.)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 179-181		
Teacher Resource Book, pages 184-185		
Teacher Resource Book, pages 186-187		
The Witch of Blackbird Pond		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
**The student can write conversation in proper form displaying the emotional reaction of two people in words.	A. Write a half page conversation between two people using proper conversation form. Be sure to give clues as to their emotional feelings. B. Show it on the overhead projector. C. Read it aloud to the class.	
III. The student can make an inference about the character's MOTIVES based on descriptions and conversations.	III. Character's Motives A. Review: Difference between emotional reaction and personality traits. B. MOTIVE: On Board - A reason for a certain behavior. 1. Discuss what it is. C. Orally do sample about dentist - sugar 1. activity 27 D. Assign activity 27 - choices on board with circled letters. E. Discuss answers orally and collect. F. Refer to The Witch...Pond and list 3 motives which prompted Kit to react like she did. (or another main character from the story)	
**The student writes a dialogue to show inference of character's motive.	A. Review: What is a motive? 1. Example: What is a dog's motive for whining at you? go out, eat, water, warning you 2. Motive: reason someone does something. B. Today you will read a story and decide what the motive is behind the main character's actions. Be able to list a behavior that Frankie showed and then cite clues as to why (motive) he did these things. You may use other characters in the story, too. Find at least three behaviors and motives you'd like to study with us.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	transparency for each student overhead projector	
Teacher Resource Book, page 188		
Teacher Resource Book, pages 188-189	chalkboard	
The Witch of Blackbird Pond		
	on notebook paper: Behavior Motive Character	
Dimensions, pages 246-263 "My Oregon Papa" Guidebook, page 119		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	C. Teacher introduce story – teacher manual, page 119. "Preparations"	
	D. To get you familiar with the characters I will give you this sheet master 23 ditto, to fill out as you read.	
	E. Read story.	
	F. Make chart of behaviors and motives.	
	G. FINALLY, we want you to write a dialogue (play style) of a phone call between Frankie and Carmen which reveals Frankie's ideas about her new home in Oregon and what she is going to do. Show in your dialogue the reasoning behind Frankie's actions of her future.	
''The student can identify the feelings of a character and their motives.	A. Follow-up on "My Oregon Papa" story-review and evaluation. WHAT IS A MOTIVE? WHY IS IT IMPORTANT TO KNOW? Teacher manual pages 119–120, (character study section).	
	B. Collect worksheet #23 from "My Oregon Papa". Individual evaluation ————	Dimensions, teacher manual -comprehension -concept understanding -worksheet 23 -individual comprehension -evaluation
	C. Discussion: Charts of actions and motivations teacher writes class ideas on overhead – discussion.	
	D. Hear dialogues aloud from ("play" form) those who wish to read them. Grade as they are heard aloud. Those not wishing to read them aloud will hand them in.	
''The student can identify five devices of characterization through step by step study of a short story.	E. By now you can see that an author uses many devices to develop a character in his/her stories. In this next exercise, let's see if you can identify these devices. We have broken them down into five categories.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, Ditto 23		
	overlays/overhead projector	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	F. Assignment: Answer questions true-false and a,b,c on notebook paper and make your list of five devices of characterization on page 55 top.	
**The student can identify individual devices of characterization by examples.	A. As a review, write on board the 5 devices of characterization - refer to activity 29. B. Teacher dictate the 5 sentences in activity 29 - students respond with correct device. C. Refer to The Witch of Blackbird Pond. D. Using Hannah for characterization, list any or all of the devices the author uses, recording examples from the novel relating to each device.	
**The student can evaluate his own like or dislike for the character in the story with reasons.	A. Choose another character from The Witch of Blackbird Pond and follow the procedure as outlined in activity 31. B. Additional assignments or drills might include Resource pages 183-185 and 260-261.	
IV. The student identifies 5 devices of characterization as they appear in stories by giving examples.	IV. Ways In Which Authors Communicate Character Development. A. Having done Thoughtvault's Winston Fritch story (characterization of Gloria Sweet study) on _______________ student will check work orally with teacher. B. Discuss problems. C. Assign them to read "Billy Bean Lived Here" aloud with class. Keep in mind how Ellie reacts to the loss of her brother.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Thoughtvault, workbooks, pages 52-55		
Teacher Resource Book, page 190		
Teacher Resource Book, page 190		
The Witch of Blackbird Pond		
Linescapes Resource Book, pages 183-185, 260-261	Teacher must type dittoes for pages 183-185 and 260-261 (See the worksheets on pages 44,45,46)	
Thoughtvault, pages 52-55		
"Billy Bean Lived Here" Linescapes		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	D. When class has finished oral reading, assign Thoughtvault, pages 55-56 (top half, check yourself) E. When they have self checked their answers in Thoughtvault, discuss #5 on page 56 orally - What did they include? F. Use Linescapes Resource Book for help in follow-up and guidance in discussing "Billy Bean Lived Here". G. A follow-up assignment on the 5 devices of characterization might by Thoughtvault, page 215, (bottom half)	Evaluate Thoughtvault, pages 55-56, top half, check yourself.
''Characterization questions to be used as a study technique. Students use key questions and answers when writing about characterization.	A. Teacher write on board or overhead key questions for characterization. Refer to teacher manual page 164 - VI A-G. B. Discuss activities 3-30, 32, 33, with class. C. Using main characters from The Witch of Blackbird Pond, have class complete activities 30-32-33, independently or with a partner or two.	
V. The student can distinguish among conflicting evidence about a character as gained from descriptions, dialogue, and actions of other characters, including the narrator.	V. Contrasts and Comparisons Among Characters A. Activity 40 B. Teacher hands out list of conflicting characteristics about different characters. C. Give worktime for students to evaluate which character you would "prefer". Have them write a paragraph concerning the whys of their choice. 1. Superman, Jimmy Carter, Mohammed Ali, Mitch Lathrop, Rocky Bleir (VietNam plays Pittsburg - halfback football), Billy Jean King. 2. Individual decision based on personal preference. 3. A student giving their first speech.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Thoughtvault, pages 55-56		
Linescapes Resource Book		
Thoughtvault, page 215, (bottom half)		
Teacher Resource Book, pages 164-166 (VI A-G)	overhead projector transparency	
Teacher Resource Book, pages 190-191		
The Witch of Blackbird Pond		
Teacher Resource Book, activity 40, page 192	teacher make ditto of characters suggested.	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	4. A fireman. D. Collect. What criteria could we use to evaluate different people? Objective one? E. Conclusion: What is a "Correct" concept of these characters: Is there one? F. Now, we'll look at one character you may have heard of—John Chapman or "Johnny Appleseed". G. What do you know about him already? H. Read these various accounts about him and list three differences of information (conflicting) which might be needed to judge him as a character. Then, decide which judgment you might make about him. I. Do workbook page 113 - Be A Better Reader.I. J. Write paragraph(s) showing conflicting or left-out information.	
''The student can distinguish when a character is undergoing a significant change, or remaining static throughout story and identify which index is used to show this change.	A. Activity 41: Read orally and discuss. B. Peter: "Are you really sure Mr. Johnson gave me an A on my report? Yipeeeeee! Now I won't have to do the extra work!" Peter: "Oh, I guess I won't go back for my mittens, even if it is twenty below zero...and only one block away." Peter: "Who cares if I made the team or not? I went out with the guys after school rather than stay in and practice before try-outs. I don't want to have to practice every night for games anyway." (Peter is basically lazy and remains static in his lazy attitude.)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Encyclopedia article Library book account 1. World Book 2. Better Known as Johnny Appleseed 3. (Primary book) The Story of Johnny Appleseed 4. Be A Better Reader - Book I pages 112-113	
Teacher Resource Book, page 192		

OBJECTIVE | LESSON, PROCEDURES, ACTIVITIES | EVALUATION

C. Janice: "Going to camp isn't so great! All they ever teach you is weaving, swimming and singing those dumb songs around a campfire. I can do that at home in my backyard!"
Janice: "Joan said the camp only costs $35 for a week. That sure sounds inexpensive Mom!"
Janice: "There are two camps near here and Joan and Marcia are going on the week of June 15th!"
Janice: "If I don't get to go to camp this summer, I will have to find something to do alone. No one will be around. I don't think learning to swim at the Y this summer will be that much fun!"
Janice: "Yipee! My acceptance at Camp Kilgore came in the mail today!"

D. May 13: Susie is talking with Jane about Nancy: "Nancy's mother has been dating a new fella and she doesn't like it. The man is really nice and treats the kids great! He has a good job and seems to really care for Nancy and her mother. I don't understand why she doesn't like him!"
Jane: "She probably just isn't ready for a new father after her father died last year."
May 30: Susie talking to Barbara: "Hey, Barb! guess where Nancy and her mom are going tonight? To a fashion show at her church. Her Mom's boyfriend got them free tickets and he even paid for their dinner out before the fasion show!" Barb: "I would think she wouldn't have anything to do with it, the way she talked about him several weeks ago."
June 28: Susie talking with Jane and Barb: "Nancy is making the bridesmaids' dresses and even is the maid of honor for her mother's wedding. Nancy and her new dad are planning a surprise dinner for her mom, too. Imagine that? Who would ever have thought she would be doing this in May? She's surprising!" Nancy changed—The technique—through the eyes of other people and their comments.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	E. Jack hesitated and slowly walked toward the pool. Jack was the last one in at Bob's pool party. Jack thought, "If I could just find that swimming requirement sheet in the gym and check my name off as having passed the test!" Jack declined a day at the beach with the guys saying that his swimsuit was being mended. Jack pretended to have a bad cold and went home from school early the day of the class swim day. Jack was static in his fear of swimming.	
**The student can identify the change that takes place with a character and the causes of that change.	A. Follow-up story "The Astronauts and The Wolves" B. Ask students to follow along as one student is asked to read the introduction on page 28. C. Assign story and activities 2-3. Collect when done. D. Discuss the activity 1 questions briefly for quick comprehension check and discuss basic three questions in activity 3 at length. E. Pick a character from The Witch of Blackbird Pond that majority of class suggest. Decide if any change has been made by this character & identify events, dialogue, or character actions which reflect this change. Record findings.	
**The student will determine whether the characters in a given story are stereotyped or complex.	A. Teacher list on board or overhead evidence about Grandma Moses. B. Through class discussion, students give a brief description of that character. C. Class to read Grandma Moses. D. Discuss with class if they still agree with earlier character description.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Be A Better Reader Level D, pages 28-31		
story reading activity 2 & 3 in this book at end of story		
The Witch of Blackbird Pond		
	overhead projector chalkboard	
"Grandma Moses", Linescapes, page 77		
Linescapes Resource Book, pages 76-77		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"The student understands the device of analogy.	E. Introduce "The Perfect Bait". Dimensions text teacher manual, page 64. F. After giving time to read, discuss teacher manual "Humor and Characterization". Teacher manual, page 64. G. Worksheet #10 with Dimensions set-analogy. Progress-review check, Dimensions workbook page 40. (Do top together. Assign bottom.) Note: Worksheet #10 may be saved for the A^5 unit.	
VI. The student can make a characterization study of a given character in a given story and then, produce another character study individually on a character of their choice.	VI. Characterization Questions To Use In A Study Technique A. Review devices of a characterization (See Thought-vault workbook, teacher manual, page 55). B. Ditto of questions to ask yourself in preparing for the sketch of a character. C. Activity 44 ideas (Curr. Guide page 193): 1. is to think about 2. is to think and write about D. Do a sketch together on a given character. So student knows what to expect. Introduction: 1. Physical appearance a. as seen by others. b. as seen by this writer. 2. Behavioral clues a. what he says and does. b. what others say and do concerning this character. 3. Strongest characteristic a. why you chose that. b. examples of this characteristic. 4. Overall character inference - (summary).	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
"The Perfect Bait" *Dimensions*, pages 119-124 *Dimensions*, teacher manual, page 64		
Dimensions, teacher manual page 64 *Dimensions*, worksheet *Dimensions*, workbook, page 40		
Thoughtvault, page 55, teacher manual Teacher made ditto using curriculum guide study questions. Teacher Resource Book, page 164 (VI) Teacher Resource Book, page 193		
	overhead	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	E. Students may choose————any character in the stories we have read and write a character sketch based on the outline above and using the ideas we did together just prior to this assignment.	
"The student displays understanding of plot and characterization techniques by designing and presenting a play covering the novel just completed.	F. After studying the list of main ideas each student has compiled for the novel, The Witch of Blackbird Pond, the students will design and make 4 sets of scenery that could be used for a play regarding the novel.	
	G. Using notes concerning the traits, motives and changing actions and attitudes of each character in the novel, the students will devise a script and present their own play, The Witch of Blackbird Pond.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Listen and Think Characterization - Lesson 8, page 30 Foreshadowing - Lesson 9, page 32 Climax - Lesson 10, page 34 The Witch of Blackbird Pond		Art materials relating to the making of scenery for a play.

W

DIRECT QUOTATIONS

Score ____________

Place quotation marks around the exact words of the speaker.

Separate a direct quotation from the rest of the sentence with a comma.

---

1. Lost time is never found again said Benjamin Franklin.
2. Somebody has eaten my porridge said the little bear.
3. The ugly duckling said I think I shall go out into the wide world.
4. I will fetch it for you cried Hans.
5. The giant asked Where are you going?
6. Abraham Lincoln said All that I am or ever hope to be I owe to my mother.
7. Stop! cried the peasants.
8. Seeing Tom smile, Aunt Polly said Have you some silly idea brewing in your head?
9. I will prove that the earth is round said Christopher Columbus.
10. King Midas called out I am very unhappy.
11. Samoset cried to the Pilgrims Welcome!
12. What do you see? asked Robinson Crusoe.
13. Irene said lazily I think I shall sleep just another half-hour.
14. Please sing to me, Dame Crow said the fox.
15. My leaves are more beautiful than yours said the maple tree.
16. Do not shoot me, Hiawatha begged the deer.
17. I am the loveliest flower in the garden boasted the rose.
18. Columbus said to his men Sail on!
19. Give me your pretty umbrella said the Fairy to Mr. Toad.
20. The British are coming cried Paul Revere to the sleeping farmers.

DIRECT QUCTATIONS

KEY

1. "Lost time is never found again," said Benjamin Franklin.
2. "Somebody has eaten my porridge," said the little bear.
3. The ugly duckling said, "I think I shall go out into the wide world."
4. "I will fetch it for you," cried Hans.
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20. "The British are coming," cried Paul Revere to the sleeping farmers.

BILLY BEANS LIVED HERE

1. Ellie Beans is a young girl approaching adolescence. This word comes from a Latin word, adolescore, which means "to grow up." How does this incident in Ellie's life contribute to her growing up?

2. What kind of person was Billy? The father? The mother? How does the writer reveal their personalities to you?

3. Describe the relationship between Ellie and Billy. Why do you think she felt so strongly about him? How do you think he felt about her?

4. What did the old Oliver place look like? How did Ellie imagine it looked? Which view was more realistic?

5. Why do you suppose the writer chose to tell the story from Ellie's point of view? Why didn't she reveal Billy's, the mother's or the father's thoughts?

6. Why was Billy's last trip so important? Why wouldn't he let Ellie go?

7. How did Ellie react to the changes that Billy's death brought into her life? How was her reaction different after she had created the memorial? How do you think most people Ellie's age would react to a situation like this?

8. What changes do you think will take place in Ellie's outlook on life? Will her life be different now that she has faced her brother's death?

9. What contrasts can be seen between Billy and the other family members?

10. Why do you think people might feel guilty when someone they love dies?

11. What did the pigeons symbolize for Billy and Ellie?

12. Why did Ellie need to create a memorial for Billy? How did this serve as a release for her?

13. Make an illustration of the old Oliver place. Include the factors in the setting that influenced Ellie's life. Have other students list these factors as they look at the picture.

W

Implied Main Idea: Character Study
Story: "Billy Beans Lived Here"

Name ____________________

Answer these questions on a separate piece of paper. Be as specific and careful with your answers as you can. Remember, you are showing me what you know.

1. There could be many details to support the main idea:

   "Billy has shown a close, loving relationship with his sister, Ellie."

   Find at least three parts in the story (the details to the main idea) which support (prove) that main idea. Use complete ideas and page numbers.

2. How does the author let you in on what kind of a person the father is in this story? What kind of a person do you think he is? Support your beliefs about the father with at least two examples from the story and use page numbers.

3. If you were Ellie, what kind of a reaction would you have to Billy's death? Give some examples of how you might "release" your inner feelings about your "brother".

Vocabulary study:

Match the following words with the correct definitions:

1. defiantly ______in a complaining way
2. castellated ______a shed or coop for small animals
3. plaintively ______dancing
4. cavorting ______in a stubborn resisting way
5. cote ______like a fort, secured
6. abhorred ______thought of with horror or hatred
7. jaundiced ______envious or jealous

W

Billy Beans Lived Here

Vocabulary Study

Define and then write another sentence of your own using the word.

1. abhorred:

2. jaundiced:

3. avid:

4. castellated:

5. plaintively:

6. undulating:

7. cote:

8. cavorting:

9. defiantly: (p. 87)

10. punctuating: (p. 87)

11. unreconciled: (p. 80)

12. ______________ (p.)

CULMINATING MINI-UNIT TO UNIT A-2

LEVEL 6+ CAPABLE READERS

WITCH OF BLACKBIRD POND

Prepared by

Suzanne Loft

Typed by

Cheryl Fischer

Lessons are labeled consecutively
with an "M" for miniunit and A-2
meaning the unit. Ex.: 1M/A-2

Cumulative Mini-Unit to A-2 Unit

LESSON PLAN

LESSON PLAN NUMBER 1M/A-2

Text: The Witch of Blackbird Pond - Elizabeth G. Speare

Emphaiszed Skill: "Implied Main Idea: Character Study" Secondary Skill: Vocabulary Development

OBJECTIVE	PROCEDURE	EVALUATION
1M/A-2 Child will identify the proper definition for given vocabulary words as they are used in context of book being read, evaluated with a follo-up quiz expecting 80% accuracy.	I. The Witch of Blackbird Pond - Introduction A. Skills empahsized 1. Characters in the book will gradually be fully identified as to their type through the study of author characterization devices (details) which gives us clues leading to the final assessment of that whole character (main idea). 2. Vocabulary will be developed through: a. Context clue b. Dictionary Study II. Chapters One and Two Assigned A. Read summary or synopsis on back of text together B. Identify on Map 1. Barbados 2. Connecticut Colony C. Hand out vocabulary study ditto 1. Read chapters one and two 2. Use context clue and dictionary to decide which definition is meant to be used.	Follow-up with a quiz over 10 of the words from worksheet #1M/A-2 (Teacher made

MATERIALS AS PROVIDED IN PROGRAM

Books from Growing With America kit, The Witch of Blackbird Pond by Elizabeth George Speare

RELATED MATERIAL

Worksheet #1M/A-2 (Vocabulary Words)

Vocabulary - Quiz Ditto (Teacher Made)

OPTIONAL ACTIVITES

Teacher-made vocabulary study game for any 25 vocabulary words - 12 x 18 construction paper

A	30	50	20	30	10
B	20	10	20	10	40
C	10	30	20	30	30
D	30	10	40	10	20
E	10	40	20	40	50
	1	2	3	4	5

1. A number of points in the boxes about 1½ inches square (6-10 pt. squares; 6-20 pt. squares; 6-30 pt. squares; 5-40 pt. squares; 2-50 pt. squares - vary them with each "board")

2. Children work in partners.

3. Children call out a number & letter. The partner who hears the number & letter being called by the caller, picks up the vocabulary card which covers that position and either ask the definition of a given word or asks the word of the given definition (as the card can be flipped). See sample voc. cards in Lesson 7M/A-2.

4. Children must spend time prior to the game matching teacher made vocabulary cards.

LESSON PLAN

LESSON PLAN NUMBER 1M/A-2

OBJECTIVE	PROCEDURE	EVALUATION

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITIES
		4. (Continued) This is part of the study prior to the game. (Have additional sheets run off in case some children mis-match them.) Then explain the game. Children may want to do optional research on finding a picture of the kind of ship Kit came over on to Connecticut. Child may wish to do extra credit on the way people dressed in 1687.

LESSON PLAN

LESSON PLAN NUMBER 2M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
2M/A-2 Child will gather clues (presented through author characterization devices) supporting their inferences about the characters in this story. (Refers to Resource Book Activity 38 - p. 192)	I. Review the characterization devices studied during this A-2 unit. II. Having read chapters 1 and 2, specifically discuss the clues the following passages might give you toward inferring about the character's personality and character type. A. .... shouldering her trunk in one easy movements, (Nat) followed her along the narrow dirt road. (Page 6 of Yearling Books edition) What does this tell you about Kit? What device is used by the author? (Character's actions) B. But her laughter died away at the sight of all their faces. Shock and horror and unmistakeable anger stared back at her. Even Nathenial's young face was dark with rage. (Page 9) What device (to tell you about Kit) is the author using? What can you infer about Kit? C. What does the following example tell you about John Halbrook? ....John said with another of those surprising flashes of gentle humor, "I'll sit with you at supper, if I may. Just to make sure that no one's food gets curdled." What device is being used?	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Use overhead projector and transparency or make your own worksheet for class discussion, note-taking and demonstration of how they are to study the characters in this book. (You may wish to simply use them for oral discussion instead of making it an independent assignment.) Worksheet #2M/A-2	

LESSON PLAN

LESSON PLAN NUMBER 2M/A-2 (Continued)

OBJECTIVE	PROCEDURE	EVALUATION
	III. Assignment	
	A. Reread chapters 1 and 2.	A. Discussion of their opinions of the character they chose through group discussion.
	B. Choose one of the following characters: Kit, Nat, John, Captain Eaton or Goodwife Cruff.	B. Those who wrote about Kit meet. Those who wrote about Nat meet, etc.
	C. Gather clues (details) that can be used as evidence toward your inference (Main Idea) about the character.	C. As a large group, decide if the character might change in the future. If so, how could they change? What might make them change?
		D. Keep the points mentioned in your discussion, in mind as you read the next chapters.

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Worksheet #2M/A-2	Optional Comprehension Check Quiz (Evaluation) 1. To what colony was Kit sailing? (Connecticut) 2. John Halbrook was traveling to the same place to learn to become a ________. (Preacher) 3. What climactic insident changed the attitude of most of the characters in chapters 1 and 2 toward Kit as a person? (When she dived into the water to save the doll and swam) 4. What item did Kit recover for the little girl? 5. We learned what "stench" meant in our vocabulary. What caused "stench" on Captain Eaton's ship? (horses) 6. Why did it take so long for the ships to travel up river? (It was becalmed - no wind) 7. Who was described as dour-looking? (Goodwife Cruff and Family)

LESSON PLAN

LESSON PLAN NUMBER 2M/A-2

OBJECTIVE	PROCEDURE	EVALUATION

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
		8. Which main character in chapters 1 & 2 definitely made a change toward Kit? (Nat) 9. Why was Kit going to America? 10. Describe the kind of person Kit is up to this point in the story. Back up your feelings with examples. Optional activites could be used to evaluate their understanding of the characters. Groups could compose a (see RB178 Activity 21) cinquain about their character so as to "report" their summary of the character in poem form. The groups could act out an imaginary meeting between the character their group had chosen and a student of the 1980 era. What would they talk about? How would they react to each other?

LESSON PLAN

LESSON PLAN NUMBER 3M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
3M/A-2 Child can identify emotional reaction of characters based on stated facts and conversation.	I. Chapters 3 and 4 should be assigned to be read keeping the objective in mind. A. As they read concentrate on who the new characters are. B. As you concentrate on the new characters, note the different emotions they display as they react to Kit. C. List together the kinds of emotional reactions people can display. 1. Let children give you the list for the blackboard. 2. Some examples emotions they might list are: dismay, disgust, pleasure, joy, depression, horror, contentment, etc. II. Recording the emotional reactions in chapters 3 and 4. A. Why would chapters 3 and 4 be a good study in emotional reaction? (Because it is centered around characters who are meeting for the first time, are learning new things about each other, and are attempting to live peacefully together.)	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Blackboard or overhead projector	

LESSON PLAN

LESSON PLAN NUMBER 3M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
	II. Continued B. Given examples from chapters 3 and 4, the children will identify the emotional feelings being expressed. 1. Do some examples on a blackboard chart. 2. Accept any responses that can be logically explained by the student.	When finished at the board hand out worksheet with further samples for indivdual responses may be given to students to fill out and later discuss in class. Optional comprehension che test may be given over chapters 3 and 4. (See optiona column.)

MATERIALS AS PROVIDED IN PROGRAM

RELATED MATERIAL

Blackboard Chart

Sample from Text	Emotion Express
1. 4th-5th par. p.30 "Margaret!" The word......	surprise? fear?
2. 6th-7th par. p.30 "No Aunt Rachel!" she cried. "Don't look like...."	joy? happiness?
3. pp. 41-42 - the last paragraph on p.41, "Why, girls!......"	desire? fear?

Follow Up

Teacher made worksheet taking sample passages from chapters 3 and 4 and asking for the inference they make concerning emotion expressed by a given character(s).

OPTIONAL ACTIVITES

Teacher reads passages to children then asks questions.

Comprehension/Vocabulary Check Quiz

1. P.42 - 4th paragraph - What emotion is Rachel expressing here? (envy, dreaminess, longing...)
2. p.38 "Before I do...." to the end of 1st paragraph p. 39 - What emotion is Judith expressing? (jealoursy, disgust, annoyance)
3. pp. 42-43, paragraphs starting "Kit dived impulsively...." to end of 1st paragraph, page 43 ending ".... he demanded." What emotion does Matthew express? (anger)
4. p.47 "Of course you can't...." 5th paragraph - What emotion is Mercy expressing? (comfort, friendship, helpfulness)
5. What does 'writhe' mean in the last paragraph on page 48? Use your context clues only.
6. What clues does the author give telling you Kit was crying? (Teacher reads 2nd paragraph on p.50 aloud.)

LESSON PLAN

LESSON PLAN NUMBER 3M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
	III. Optional vocabulary study may be made. (See optional column.)	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
		7. In your opinion, which member of Kit's new household made her feel most at home? Why do you think so? 8. How does paragraph 1 "It looked so...." tell you how Kit viewed Judith? 9. What gift did Kit give her cousins which were both alike? (gloves) 10. Why do you think Matthew let Mercy keep the shawl Kit gave her? Vocabulary to Study: plodded, paduasoy, chagrined, writhe, gingerly, conceded (as opposed to conceited), nondescript, intimidate, vanity,stammer, exasperation, rebuked, monotonous.

LESSON PLAN

LESSON PLAN NUMBER 3M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
		Discussion questions may be used to review and enhance reading and understanding. A. List all the chores don in this household as learned in the book so far. B. Let's rewrite the paragraph beginning "By the end..." on page 47 and ending at top of p.48 a 1980 paragraph of household chores. (Use the same paragraph but substitute words to update it.) (This is known as a parody.) C. What clues about the Puritan religion has the author given us so far? Write down our guesses together on the board. D. If you were Kit, what reaction would you have had to this new home?

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES

LESSON PLAN

LESSON PLAN NUMBER 3M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
		E. Chapter 3 is basically about the meeting of Kit's relatives and her self. How did each fa ily member react to Kit's ways? Matthew, Rachel, Judith, Mercy.. F. Find Barbados on a map What might the climate be like? How might th life style in Barbados be different from a New England colony?

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES

LESSON PLAN

LESSON PLAN NUMBER 4M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
4M/A-2 Child can make an inference about the character's motive based on author's descriptions and conversations in a given passage.	I. Define "motive" A. A reason someone does or says something. B. Webster Dictionary says, "some inner drive, impulse, intention, etc. that causes a person to do something, or act in a certain way." C. Recall use of motive to study the characters in "My Oregon Papa." II. Application of motive to chapters 5-9 in Witch of Blackbird Pond A. Class discussion of various passages in the text. 1. Page 57-58 when Judith begins commenting on John Halbrook and questioning Kit about him, what is Judith's motive? What does that tell you about Judith? 2. Page 58 beginning "You certainly..." to "Do people...." - what is each girls' motive as they speak to each other?	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Encyclopedias Books about early colonial American Life Paper, chalk, water colors, felt tip marker Paper that is torn around the edge to look like "old paper" for the imaginary letter	1. Read about the Puritan religion in encyclopedias. Report to the class their basic beliefs and ways of living in early colonial life. 2. Read about carding wool and report to the class or demonstrate how it is done. 3. Report to the class about what the very early schools were like in early colonial times. Mention the use of certain materials such as a hornbook, birch bark paper, etc. 4. Draw a sketch of the Widow Tucker's cottage in the Meadow and also a scene from inside the cottage based on the book's description. 5. Write an imaginary letter as if you were Kit telling a friend in Barbados what a typical Sabbath Day in Connecticut was like.

LESSON PLAN

LESSON PLAN NUMBER 4M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
4M/A-2	3. What was Judith's motive for speaking so in chapter 5: "Dr. Bulkeley's sermons are always inspired...especially when he preaches about the final judgement." Read paragraphs 5 and 6 to decide. 4. What was Rev. Bulkeley's motive in having John read Proverbs Chapter 24, verse 21? (page 63) 5. What did Kit's aunt and cousins think the motive was behind William Ashley beginning to build his house? (chapter 7) 6. What was Kit's motive behind her willingness and interest in teaching for the Dame School? (pp. 80-81) 7. What was her motive for leaving the house suddenly on page 90? Was it only Mercy's tears or more than that? 8. What was widow Tucker's motive for showing and explaining to Kit, the single red blossom outside her cottage?	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
		Optional discussion questions over chapters five thru nine 1. What were Sabbath houses? (p.58) 2. What is Kit's reaction to the work schedule from week to week? 3. How does Kit feel about William? Do you think she'll marry him? 4. Why did they call their reader paddles "horn-books"? What did the Dame School use for paper? 5. Why did the early colonists call them Dame Schools? 6. How did Kit make school more interesting for the children? 7. What was the school suddenly dismissed? Do you think that was fair? 8. Why do you think Kit felt so bad about Mercy's tears? 9. What was the symbolism in the red blossom outside the Widow's house?

LESSON PLAN

LESSON PLAN NUMBER 4M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
	B. When we diagram the characters in a story according to their motives, we can see how the author "balances" the plot. 1. Use all of the characters so far to place in a motive diagram.	Children fill it in with character names on diagram showing their understanding of motives which drive the plot.

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Large chart paper for class "built" chart OR Worksheet of diagram #4M/A-2 for individual work (teacher gives clues - child fills in the charater names)	Optional but important vocabulary studied Chapter Five placating "hand" p.51 turret p.52 pillory p.52 undulated p.54 convulsed p.54 "rapt" gaze p.54 hostility p.55 pauper p.55 venomous p. 55 staidness p.55 non-plissed p.56 "dove-colored damask" p.57 Chapter Six coddle p.62 inexorably p.63 fulsome p.64 timerous p.64 hypocrite p.65 sepulcher p.65 Chapter Seven incredulous p.74 veritable p.74 Chapter Eight dubiously p.80 Chapter Nine alloted p.85 precarious p.85 raiment p.87 ravenous p.92 obstreperous p.87 hapless p.88 priggish p.88 tremulously p.96 seething p.97

LESSON PLAN

LESSON PLAN NUMBER 5M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
5M/A-2 Child can identify the characters who have changed since the beginning of the book and also can list the factors which have unfluenced these changes.	I. Discuss questions to be anticipated as chapters 10 and 11 are read. II. Review meaning and drive that "motive" gives to a story. III. Discuss vocabulary they will encounter. IV. Assign chapters 10 and 11 to be read silently. V. Discuss questions and list influencing factors in various character changes. A. Do they feel Kit has changed at all since she set foot in America? How? Why? B. Which characters seem to NOT have changed since the beginning of the book? Why do you think the author didn't change them? VI. Vocabulary in its context should be discussed. (Use of the dictionary should be made after context clue discussion occurs.)	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Questions for Chapter Ten 1. How has Judith changed at this point? Why? 2. What made Nat become a closer friend of Kit's in this chapter? 3. How have you become closer to your close friends? 4. Who at this point do you think Kit can trust? Questions for Chapter Eleven 1. Describe William from what you have learned so far. 2. Why might Mercy love John? What qualities do both charaters have which might make them suited for one another? 3. Does Mercy have a chance for John? Why?	Vocabulary Study Chapter Ten malicious p.99 Quaker p.99 resolve p.100 impassive p.101 disclosure p.101 scandalize p. 103 "gnarled" hands p.105 Chapter Eleven docile p.112 pious p.112 filigree p.115 blanched p.116 topaz p.116 boastful p.116 qualms p.118 adroit p.119 Gambrel roof p.119 discern p.120 heresy p.122

LESSON PLAN

LESSON PLAN NUMBER 6M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
6M/A-2 Child can list common factors which might enable various pairs of characters to be "fit" for each other as man and wife. (Child will compare characters so as to prove their companionship as husband and wife.)	I. In chapters 13 and 14, events begin to move quickly. Consider why it might seem so as you read. (Because decisions are beginning to be made.) II. We have become familiar with the characteristics of the book's characters so far. As you read chapters 12 and 13, consider what qualities Kit, Nat, William, John, Mercy, Nancy, and Judith each have as far as possibly pairing up for marriage. Pair these young people up and tell why (through common compatibility qualities) they would be "suited" for each other - in your opinion. III. Assign chapters 12 and 13 to be read. IV. Assign a chart to be made revealing each of their companionship qualities.	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Teacher made "Matchmaker" (motivated) chart for companionship qualities of characters. (Copy not included in this unit.)	Vocabulary Chapter 12 morosely p.133 Chapter 13 blithely p.133 wryly p.135 propitious p.135 rapturously p.139 provacatively p. 141 headstrong p.142 brazen p.142 impetuously p.142 waning p.144 unwonted p.143

LESSON PLAN

LESSON PLAN NUMBER 7M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
7M/A-2 Child can read expressively the words of the author conveying the appropriate understanding of the text. Child can appreciate the author's writing techniques which create the understandings conveyed.	I. Chapter 14 has a well described beginning that could be used as an oral reading motivation into these next chapters. What writing techniques do they recognize being used here? (simile: like a gigantic red torch," pp. 146-147; personification: "...the color shouted and sang around her," p.147; appeal to our senses.)	Assign various passages which have conversation between characters to certain students who need better oral reading expressio Have them record on cassett and later play it back for the class. Critique.
The student can infer from what a character does and/or says the true feelings of that character.	II. Of what significance is the scene created on pp. 147-148 concerning Kit watching Matthew? How has her attitude changed toward her uncle? III. What is Nat's opinion of her William Ashby? What reveals Nat's feelings in chapter 14? IV. How has Kit's opinion of her Uncle Matthew changed in chapter 15? Why? V. Why do you think John really went away to join the militia at the end of chapter 16? VI. What do you think Judith really feels about John's leaving? Read aloud her response.	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Worksheet #10-M/A-2II Vocabulary study "cards" (Teacher made mimeo of mini-flash cards. Run two mimeos of equal sized cards to be cut out, matched back to back, definition to vocabulary word, and studied as individuals or with a partner.) Need: 2 mimeos, scissors & glue Cassette Recorder and tape Suggested passages: pp. 150-151; pp. 155-156 (The voices broke out.... to "....to take it from us."; pp. 163-165; 169 - "Don't fret..." to p.172 top few words; pp. 175-177 (Form No. 7 see "Evaluation")	Vocabulary Chapter 14 warded p.152 Chapter 15 brusquely p.156 Royalists p.156 raucous p.162 Chapter 16 papist p.164 blasphemy p.165 culprit p.166 ruefully p.171 woebegone p.172 tryst p.172 awestruck p.174

LESSON PLAN

LESSON PLAN NUMBER 8M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
8M/A-2 Specifically (Child can identify the minconception people had in the past concerning illness and disease.)	I. What events can you list or remarks made which probe the main idea that "People of early colonial Connecticut had dangerous misconceptions regarding illness and disease.	
Child can list the implied details that support a given implied main idea.	II. Even though Kit and Matthew's character types were not so compatible, list the details that support this implied main idea: "Kit admired and respected Matthew Wood in many ways." III. List the details of this implied main idea: "Witchcraft was supposed to have been shown through many everyday happenings."	
Child can idenfity various characters from the story given a set of clues.	IV. Assign review worksheet of characters is a quiz if you wish.	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Mimeo outline or on blackboard, the main ideas: Children find details of proof from book. (Not included in this unit.)	Vocabulary Study Chapter 17 delerious p.178 hovered p.178 gruel p.180 poultice p.181 receded p.183
Worksheet-Activity No.2 "Which is Witch?" D-2 Learning With America kit		Chapter 18 haggard p.196 contempt p.197 gainsay p.198 cunning p.198 jibed p.199 laxness p.200 flouting p.205 inveigled p.205
Activity No.1 worksheet "Author Quiz" D-1 Learning With America kit		Chapter 19 cronies p.208 sundry p.209 headstrong p.213 vehemently p.213 pandemonium p.215 frenzy p.213 interceded p.223

LESSON PLAN

LESSON PLAN NUMBER 9M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
9M/A-2 Child can identify the protagonist, antagonist, conflict and climax of the story.	I. Review terms of literary study A. Protagonist B. Atagonist C. Climax D. Conflict E. Theme	
	II. Having read the book, have the children identify these terms or parts of The Witch of Blackbird Pond. Accept any opinions which can be well suggested.	
Child can identify the way an author can make historical fiction seem more real.	III. Identify how Elizabeth Speare made this book - although historical fiction - seem authentic. A. People B. Events C. Customs and Traditions D. Descriptions of Authenticity	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
Worksheet-Activity No.3 "Happenings at Blackbird Pond"		Vocabulary Study Chapter 20
Dimensions T.E. p.34 Guidebk. (information given for "Champion of the Peaks" studied earlier.)	Bibliography writing - See Unit B-3 under bibliography form	perforce p.228 steaming "flip" p.23; surreptitiously p.231 arduous p.235 amended p.237 abate p.238 tremulously p.238 Chapter 21 yardarm p.245 hove p.247
page 250 "Author's Note"		Extra Work 1. Have children make gruel or corncakes or any of the foods mentioned in the story if they can find the recipes for them. 2. Worksheet-Activity No. 4 - artwork "Signs in the Fire" (summarizing major scenes in the story through illustrations.)

LESSON PLAN

LESSON PLAN NUMBER 9M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
	IV. Reports suggested, assigned and selected. A. One page B. Write a bibliography C. Illustrations and/or charts optional	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
		3. Children can make topical reports of interest. Suggested report topics: a. King James of England and his disagreement with Puritans in the colonies b. Puritan religion c. candle making in the 1600's d. drying fruits e. "carding" wool f. hornbooks and early colonial school items g. punishments of the 1600-1700's h. foods of the 1600's colonists i. Quakers of the 1600's - their beliefs j. clothing of the Puritans

LESSON PLAN

LESSON PLAN NUMBER 10M/A-2

OBJECTIVE	PROCEDURE	EVALUATION
10M/A-2 Child can perform with 80% accuracy or more on an overall test of characeter study and vocabulary development.	I. Review time A. Vocabulary study continues B. Study over questions asked and drills recorded concerning characters in past lessons C. Discuss any study questions with a partner D. Hear story or cassette as overall review (perhaps you could have the children write a paragraph critique of the type compared and contrasted to book) II. Test on mimeo or orally given A. Character study B. Vocabulary study	

MATERIALS AS PROVIDED IN PROGRAM	RELATED MATERIAL	OPTIONAL ACTIVITES
	Worksheet #10M/A-2 - vocabulary study, cut and glue the matching vocabulary words and definitions to make "flash" cards (Chapters 10-21 - W.S. 10M/A-2)	1. Children could choose a favorite scene from the story and act it out for the class transmitting their understanding of the characters to the teacher.
	Cassette: The Witch of Blackbird Pond w/kit in program	2. Child could try to demonstrate a task of the early Puritan (colonial) days (e.g. carding wool, making candles, spinning, etc.)
	Teacher-made worksheet test #W.S. 10M Test/A-2	

Worksheet IM/A-2

Name ______________________________ Date ____________

The Witch of Blackbird Pond

Chapters 1 & 2

Vocabulary Study

1. brigantine: ______________________________
2. flattered: ______________________________
3. rigging: ______________________________
4. bleak: ______________________________
5. disheartening: ______________________________
6. fortification: ______________________________
7. pinnaces: ______________________________
8. retching: ______________________________
9. stench: ______________________________
10. dismay: ______________________________
11. disembark: ______________________________
12. wistfully: ______________________________
13. hankering: ______________________________
14. tedious: ______________________________
15. hawser: ______________________________
16. tainted: ______________________________
17. wharf: ______________________________
18. repulsed: ______________________________
19. dour-looking: ______________________________
20. mooring (noun): ______________________________
21. nimbly: ______________________________
22. deliberation: ______________________________
23. defiantly: ______________________________
24. daft: ______________________________
25. sodden: ______________________________

26. forthrightly: ____________________

27. gravely: ____________________

28. flushed: ____________________

29. heathen: ____________________

30. solemness: ____________________

31. aloof: ____________________

32. curdle: ____________________

33. indignant: ____________________

34. taunted: ____________________

35. humiliation: ____________________

36. nonchalant: ____________________

37. tantalize: ____________________

Worksheet 2M/A-2

Name ______________________________ Date ____________

The Witch of Blackbird Pond

Character Chosen: ____________________ Chapters 1 and 2 Study

CLUES GATHERED	INFERENCE I MADE
1.	
2.	
3.	
4.	
5.	
6.	

SUMMARIZE THE OVERALL INFERENCE YOU HAVE MADE ABOUT THIS CHARACTER FOR HAVING READ ONLY CHAPTERS ONE AND TWO.

MOTIVE CHART

Name ____________________

Directions: Under each box is listed a motive or motives for each character. Place the name of the character in each box based on what you have read in chapters five thru nine.

- wanted guarantee of freedom in his colony
- wanted to maintain his power in his household

wanted to "please the King and yet still be a man of religion and law

wanted to maintain their dignity and respect amongst their religious colony friends by maintaining a structured, strict school

- one of her first friends in America whom Kit respected
- wanted to please Dr. Buckeley

- wanted to help a frustrated young girl out of kindness or a remebrance of her own hard times growing up - wanted to live her own life as a Quaker

Kit

- central character
- wanted to be free

- wanted to help Kit have a pleasant stay in the family
- wanted harmony in the household and to obey her father

- wanted a beautiful wife from fine "stock" so he could build his house

- passive at times
- wanted to obey her husband
- wanted to make Kit happy
- wanted peace amongst members of her family

- wanted to behave for her father
- envied Kit for her material things and for her boldness
- wanted to bring Kit down to her level for even competition for finding husbands.
- jealous of Kit

- wanted Kit as a friend but was unbending to the "new", bold ways she brought to America

- idolized Kit, wanted Kit's approval and attention

Chapters 10-21
W.S. #10M/A-2II
Lesson 7M/A-2

VOCABULARY STUDY

the act or feeling of one who views something as mean and worthless 1	boisterous, unruly, disorderly, as in actions or noises 2	an irrevenent act toward God or saying against God 3	showing no emotion, calm, "unmoved" emotionally 4	any belief or opinion contrary to established church beliefs and traditions 5
shameless, unwise to right or wrong doings 6	scoffing at somethings; defying or go against on purpose 7	with intention or desire to injure another 8	either end of a long, slender tapering spar set crosswise on a mast to support a sail 9	referring to the Pope or Pope's ways in a degrading fashion; Roman Catholic 10
dimishing in size, getting smaller or less intense 11	having knuckles that stick out, tendons that show twisted fingers as a result of hard work 12	in a way showing suddeness without thinking about things 13	the right time to do something; the right opportunity to do something 14	skillful or expert like 15
in such a way that shows irony or an attiude opposite of what would be expected 16	to repel or turn aside or push away 17	easy to teach or train - in such a way as to seem easy to teach 18	in such a way as to stir some feeling or emotion in someone 19	pre-arranged meeting; appointment 20
in a way showing forcefulness, energy, with fury, anger 21	religious-like or reverent toward God 22	to become more distant; to fade away; to go back 23	in such a way as to be casual acting or indifferent or "airy" about it 24	to entice or "draw in" or persuade someone using flattery or propoganda 25
in an ill-humored, sullen, gloomy way 26	to deny or contridict 27	cause to turn pale or white from fear 28	to become less in strength or degree as in "The wind abated" 29	in such a way as to show fear or trembling 30

Chapters 10-21
W.S. #10M/A-2II
Lesson 7M/A-2

VOCABULARY STUDY

flouting (205)	adroit (119)	impetuously (142)	contempt (197)	yardarn (245)
morosely (133)	malicious (99)	receded (183)	"gnarled" hand (105)	tryst (172)
provacatively (141)	warded (152)	blithely (135)	blasphemy (165)	blanched (116)
docile (112)	papist (164)	prepitious (135)	pious (112)	gainsay (198)
raucous (162)	inveigled (205)	impassive (101)	waning (144)	heresy (122)
brazen (142)	wryly (135)	vehemently (213)	abate (238)	tremulously (238)

Chapters 10-21
W.S. #10M/A-2II
Lesson 7M/A-2

VOCABULARY STUDY

Answers for vocabulary game "30" The Witch of Blackbird Pond

flouting	7	provacatively	19	raucous	2
adroit	15	warded	17	inveigled	25
impetuously	13	blithely	24	impassive	4
contempt	1	blasphemy	3	waning	11
yardarm	9	blanched	28	heresy	5
morcesly	26	docile	18	brazen	6
malicious	8	papist	10	wryly	16
receded	23	propitious	14	vehemently	21
gnarled	12	pious	22	abate	29
tryst	20	gainsay	27	tremulously	30

TOPICAL REPORT REFERENCES

The Witch of Blackbird Pond

1. FS Growing Up in a Colonial Family
2. FS William Penn and the Quakers
3. A Cauldron of Witches by Clifford Lindsey Alderman
4. The Devil's Shadow by Clifford Lindsey Alderman
5. Going To School in 1776 by John J. Loeper
6. If You Lived in Colonial Times by Ann McGroven
7. Home and Child Life in Colonial Days by Alice Morse Earle
8. Colonial Craftsmen and the Beginnings of American Industry by Edwin Lunis
9. If You Sailed on the Mayflower by Ann McGovern
10. The Pilgrams Brave Settlers of Plymouth by Lynn Groh
11. Pilgram Neighbor by Elvajean Hall
12. Margaret Pumphrey's Pilgram Stories
13. Tituba of Salem Village by Ann Retry
14. The Story of the THIRTEEN COLONIES by Clifford Lindsey Alderman
15. Tituba of Salem Village by Ann Retry
16. Colonial Life in America by Margaret C. Farquhar
17. Colonial America by Margaret Fisher

W.S. #10M/A-2

NAME ______________________________ DATE __________

The Witch of Blackbird Pond

FINAL TEST

PART I - VOCABULARY

Directions: Match the definition with the word.

1. morosely _____
2. brazen _____
3. docile _____
4. pauper _____
5. timerous _____
6. pillory _____
7. wryly _____
8. tryst _____
9. inveigled _____
10. adroit _____

a. a punishment of public scorn

b. timid, shy, showing fear

c. opposite attitude of what is expected (doing something in such a way as this)

d. skillful or expert-like

e. in an ill-humored, sullen, gloomy way

f. prearranged meeting

g. shameless; unwise to right or wrong doings

h. to get someone"s attention by using flattery or propoganda

i. a poor person

j. easily trained or taught

PART II - TOPICAL INFORMATION FROM REPORTS

1. The hornbook was called that because it was shaped like a horn. True False
2. The Salem Witch Trials were held in what colony? ______________
3. A food which was NOT used by the colonists in the 1600's can be found in the list below. Circle it.

   spoonmeat pot stew fish pineapple berries

   garden vegetables venison cornbread apple

4. Quaker people believed they were superior to all other religious groups and people. True False

PART II (Continued)

5. Gingerbread hronbooks could actually be eaten as a reward for knowing one's lessons. True False

6. Horses cost three times more than cows in the days of the early colonists. True False

7. A punishment NOT used in the days of the Puritans can be found in the list below. Circle it.

hanging ducking stool scarlett letter

branding branks electric chair stocks

8. Hornbooks were made of this horn coverings which were transparent and between them were pressed paper on which alphabets, prayers and numerals were written. True False

9. Hornbooks were used for saving paper which was scarce. True False

10. The kinds of meat the early colonists were used to eating were duck, turkey, quail, pheasant, fish, and venison. True False

Name ______________________________ Date __________

The Witch of Blackbird Pond

PART III _ ESSAY - CHARACTER STUDY - IMPLIED MAIN IDEA

Directions: Choose any four of the following questions. Write in complete sentences. Write in COMPLETE ANSWERS and do not assume I know what you are talking about. You may use your text. Use the lined paper provided by the teacher.

1. Even though Matthew and Kit's character types were not compatible, list the details that would support this main idea. Give page numbers also when you explain your answer. KIT ADMIRED AND RESPECTED MATTHEW AS SHOWN IN SEVERAL INSTANCES IN THE STORY.

2. Think of all the major characters in this book. Which of the characters do you feel changed the least from the beginning of the story to the end. EXPLAIN WHY YOU THINK SO USING EXAMPLES WHERE THE AUTHOR COULD HAVE CHANGED THE CHARACTER BUT DIDN'T.

3. What character traits did John and Mercy have alike that made them well-suited for one another? List four as you explain your answer in complete sentences.

4. Kit was a powerful character in this story. She did change her ideas about life in the colonies, however, as the book went on. Some things changed for the better; some things were worse than she expected. Tell me about four of the things she thought about along these lines.

5. In a story characters definitely have an influence on one another. That is the one thing that DRIVES THE PLOT. Give me the details to the following main idea: HANNA TUCKER INFLUENCED KIT IN MANY WAYS. (Think of at least two.)

6. Intolerance (not putting up with something) and ignorance often cause unhappiness in our lives. Tell what character might be described as intolerent and ignorant and how this character caused unhappiness for another character in the story. Cite examples from the text.

7. When an author writes a serious story, sometimes he adds a little humor here and there to "break up" the seriousness for variety. Cite two examples from the story where the characters are in situations which might be amusing to the reader. Use your text to cite these examples.

PART III (Continued)

8. If a time machine sent you back to Wethersfield and you had to become one of the characters in the story, who would you mostly like to be? Give at least two reasons why.

W.S. 10M/A-2

The Witch of Blackbird Pond

KEY

PART I - Vocabulary

1. e
2. g
3. j
4. i
5. b
6. a
7. c
8. f
9. h
10. d

PART II - Topical Information From Reports

1. False
2. Massachusetts
3. pineapple
4. False
5. True
6. True
7. Electric Chair
8. True
9. True
10. True

CAPABLE READER PROGRAM

UNIT A3

LESSON PLAN GUIDE

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC142196

CAPABLE READER PROGRAM

UNIT A3

OBJECTIVE

Given a selection, the student will utilize the main points, the details, and the interrelationship among the details to draw a conclusion or solve a problem.

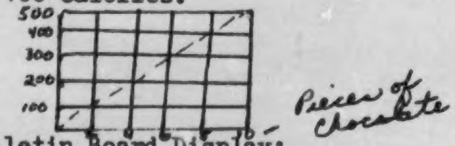
OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
I. The student will draw a conclusion based on figures—tables, charts, graphs and maps.	I. Conclusions Based on Figures--tables, charts, graphs and maps. A. Introduce to class the concept that figures in tables can give us startling information—the information is buried within any table until we learn to interpret the figures. B. Steps involved in teaching a particular table regarding education. Teacher's Resource Book, p. 199. 1. Readiness—tell class that we are to come to a conclusion regarding the value of education. a. Project transparency A b. Tell class that this is the table we will use to form our conclusion. 2. Concept Development a. Discuss with class the meaning of each title (Natural Resources Prosperity, etc.) b. Show on map where each country is located. 3. Silent Reading or Studying—discuss with class the following: a. Are there enough facts? b. Can the facts support a conclusion? c. Have I taken into account the important facts? 4. Discussion a. Take each country listed on the chart and orally discuss that with various headings. b. Conclusion—what type of a conclusion can I draw—based upon the information given in the table. 5. Reading and Restudying a. If the class had difficulty reaching a given conclusion restudy the table. C. Steps involved regarding a table of population shifts. 1. Readiness—tell class that we are to come to a conclusion regarding the shift of population. a. Project transparency B	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 199		
Practice in Critical Reading, Book A, pages 4,5,6 "Drawing Conclusions"		
Practice in Critical Reading Book C, pages 5,6 "Drawing Conclusions"		
Teacher Resource Book, page 199 overhead - transparency A		
	World Map	
Teacher Resource Book, page 199		
Teacher Resource Book, page 200		
overhead, transparency B worksheet 1. Teacher's Resource Book, page 201		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	2. Concept Development a. Students examine table downward as well as across. 3. Silent Reading or Studying--remind class to ask themselves: a. Are there enough facts? b. Can the facts support a conclusion? c. Have I looked for the important facts? 4. Discussion a. Discuss orally with class the table across and down. b. Hand out worksheet I c. Using worksheet-class to make a conclusion that can be from the table. 5. Reading and Restudying a. If the class had difficulty drawing a conclusion, orally restudy the table. D. Steps involved in teaching a table on immigration. 1. Follow procedure as listed in Teacher Resource Book, pages 202-203. E. Steps involved in teaching a chart regarding ranking. 1. Follow procedure as outlined in Teacher Resource Book, pages 203-204 F. Steps involved in teaching "Most Common American Surnames." 1. Follow plans as outlined in Teacher Resource Book, pages 204-205. G. Steps involved in teaching pie or circle graphs (continued) 1. Follow plans as outlined in Teacher Resource Book, pages 206-208 2. Orally (quickly) review purposes of studying graphs and tables. 3. Discuss and list on board kinds of graphs: 1) circle (pie) 2) line 3) picture 4) bar	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 202-203 overhead, Transparency C		
Teacher Resource Book, pages 203-204 overhead, transparency D	SRA-2 Tables cards SRA Graphing Box	
Teacher Resource Book, pages 204-206 transparency E		
Teacher Resource Book, pages 206-208		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	4. State purpose of pie graph - shows only comparison of items. H. Steps to follow in teaching a picture graph. 1. Follow procedure in Teacher Resource Book, page 208 I. Steps involved in teaching a single bar graph. 1. Follow procedure as outlined in Teacher Resource Book, pages 208-209 J. Steps involved in teaching a multi-bar graph. 1. Follow plans as outlined in Teacher Resource Book, pages 209-215. K. Additional graphs to use to draw conclusions. 1. Activity listed in Teacher Resource Book, pages 210-214. L. Steps in teaching line graphs. 1. Follow Teacher Resource Book, pages 214-216 M. Steps involved in teaching maps. 1. Follow plans as outlined in Teacher Resource Book, pages 217-219 N. Additional activities	
II. The student will utilize the main points, the details and interrelationships among the details to draw conclusions in riddles.	II. Conclusion in Riddles A. Review steps 1-5 on drawing conclusions - list on board. B. Ask class which of these steps seem automatic. C. Review step 3 1. Are there enough facts? 2. Can the facts support a conclusion? 3. Have I taken into account the important facts?	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 208 overhead, transparency H	SRA Graphing Cards 2 picture 2 pie	
Teacher Resource Book, pages 208-209 overhead, transparency A-B (graph)	SRA Graphing Box	
Teacher Resource Book, pages 209-210 overhead, transparancy J		
Teacher Resource Book, pages 210-214		
Teacher Resource Book, pages 214-216 overhead, transparancy L		Prior to Teachers Resource Book, page 216 (bottom) this graph may be used.
Teacher Resource Book, pages 217-219 overhead, transparancy A-B; C-D		"What's the Conclusion?" Answer: For every two pieces of chocolate, there are 100 calories. 
Thoughtvault, pages 199-201	SRA Graphing Box compare bar to picture graph 1/2 sheet white construction paper	Bulletin Board Display: Five steps listed in Method, Teacher's Resource Book, pages 199,200.
Teacher Resource Book, pages 221-223		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	D. Teacher orally read riddles, (1-11) listed on Teacher Resource Book, pages 221-222. E. Class to draw a conclusion based on those riddles (1-11) F. If the class is having difficulty, review method of conclusions. G. Teacher read orally (or put on board) nonsence riddles, Teacher Resource Book, page 222. H. Additional activities with riddles, Teacher Resource Book, page 223. I. Emphasize Step 3 in Method for class (See C above)	
III. The student will utilize the main points, the details and interrelationships among the details to draw conclusions based on details or facts as stated in a selection.	III. Conclusions Based on Details/Facts A. Discuss with class that conclusions are going to be divided into two categories. 1. Valid 2. Invalid B. All five steps in the Method will be used with emphasis on Step 3 (review step 3.) C. Valid Conclusions 1. Develop sentence understanding. 2. Orally read example paragraph and ask questions concerning paragraph, Teacher Resource Book, pages 225-230. 3. Read a story which has an illustration. 4. Class write out sentences (3) that refer to illustration and then write out sentences (3) that could not be learned from illustration. 5. Discuss with class that questions who-when-what-where and how are basic questions that should be answered in a reading selection.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 225		
Dimensions, "Cheaper By The Dozen," page 208ff. *Dimensions*, page 212, paragraph #4 *Dimensions*, page 209 (picture) Assignment: Write five valid statements about Dad's personality which are substantiated by the story.	Newspaper article	**Skill:** Given book summaries and various book jackets. The students will match each summary with its book jacket, using valid conclusions: **Material:** 5 book jackets teacher-made dittos of 5 matching summaries. **Activity:** Place 5 book jackets on chalk tray, distribute 5 book summaries. Orally discuss the matching of each.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

6. Class bring newspaper article to class and pick out these questions in a particular article.
7. Teacher read first 2 pages of My Mother Isn't Home orally to class.
8. Class write an ending.
9. After their endings are written, class should read entire selection - compare and discuss selection.
10. Activity 12, Teacher Resource Book, page 228.
    a. Follow directions listed in activity.
    b. Words to list on board for activity 12:
        1) Frightened, storm alone, lantern, girl, maid, thunder, howling, shutters
        2) Shadows, walk, path, dog, headlights, leaves rustling, black cat, meow, full moon
        3) Pumpkins, lanterns, costumes, errie, cold, damp, graves
        4) Snow, icecaps, cold, adventerous, dogsled, wolves, parka
11. Activity 15, Teacher Resource Book, page 228
12. Activity 18
    a. Follow directions as outlined for activity.

D. Invalid (Wrong Conclusions)
1. There are four types of errors that produce false conclusions. (write on board)
    a. Outdated evidence
        1) Teacher orally read with class examples of particular evidence.
        2) Discuss reason for being outdated.
    b. Lack of sufficient evidence
        1) Teacher hand out ditto C2 and read orally examples.
        2) Discuss
    c. Irrelevant evidence
        1) Teacher hand out ditto C3 orally read examples.
        2) Discuss
    d. Erroneous evidence
        1) Teacher hand out ditto of example paragraph
        2) Discuss

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Laidlaw Oceans and Orbits "My Mother Isn't Home," pages 152-168		
Teacher Resource Book, page 228		
Teacher Resource Book, page 231 Make Worksheet for activity 18, pages 231-232	paper, pencil	
Teacher Resource Book, page 234		

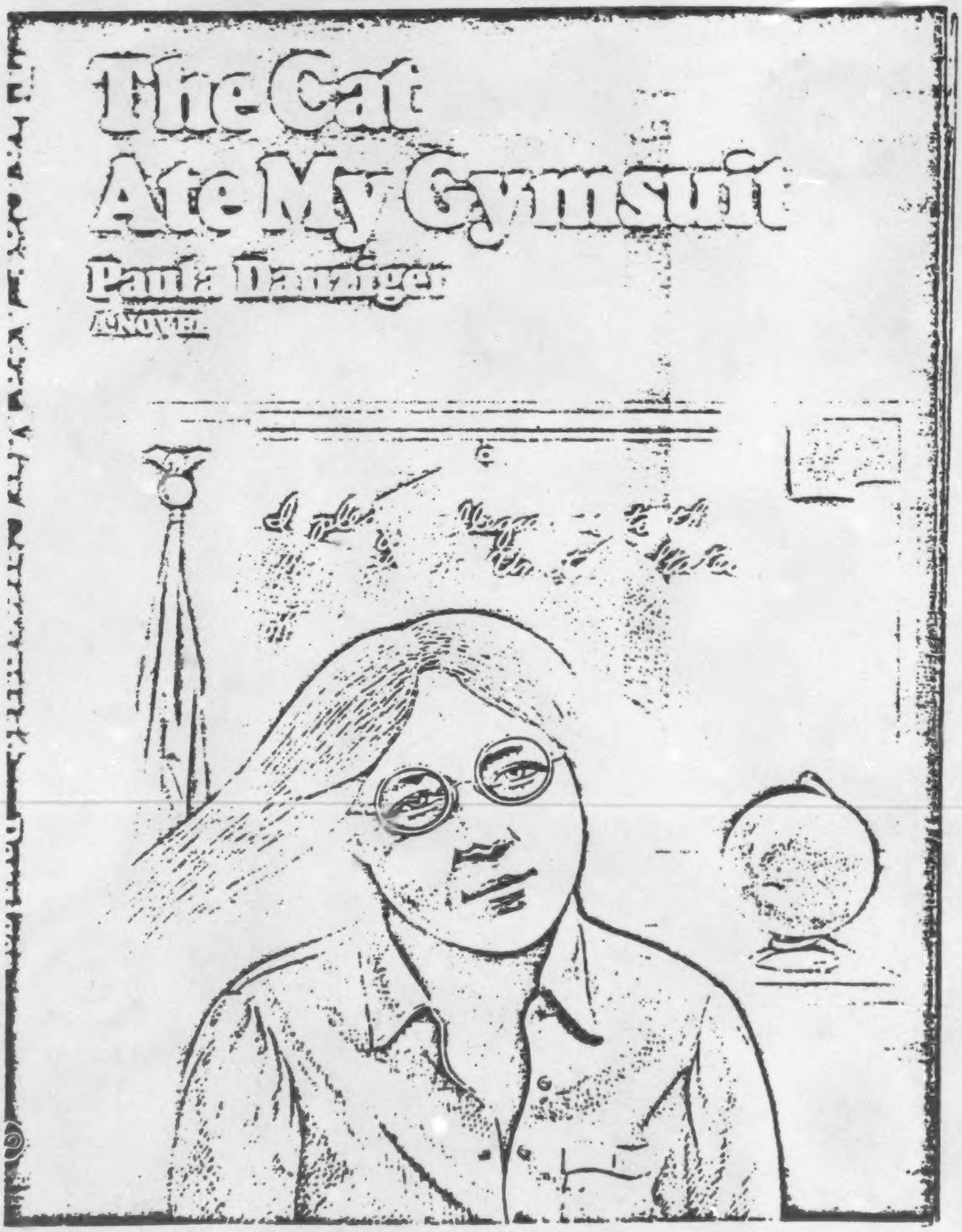
OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	E. Activities used to Draw Conclusions 1. Review four types of errors that produce false conclusions. 2. Write four types on board. 3. Teacher orally read statements to class (may read 2 times) 4. Class to decide which type of common error used to produce false conclusion. 5. Read statement 1-10, Teacher Resource Book, pages 237-238. 6. Activity C, teacher manual, page 239 (ditto, optional) 7. Do activity C orally with class. 8. Assign worksheet 2-3 to be completed independently. (Teacher's Resource Book) 9. Reinforcement activities a. Discuss with class mystery shows, movies, or books they have seen or read. b. Who is the master of solving mysteries? Sherlock Holmes c. Begin study of Carlyle Airplane Plans. d. Assign: Read the mystery, pages 3-16, chapters 1-3. Jot down characters. e. When finished, discuss the mystery involved: who, what, where, when, hor or why. f. Break class into 3 groups; distribute packets of evidence to each group. g. Assign: Letter Evidence; Jot down what you feel is important information. h. Review mystery; who, what, when, where, how. i. Distribute evidence cards. j. Break class into groups. k. Discuss which evidence seems most important in solving: 1) the theft of plans 2) the murder of Billings l. Add audio evidence - play tape of clues 1-7, stopping after each	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher's Resource Book, pages 237-238		
Teacher Resource Book, page 237		
Teacher Resource Book, page 237		
Critical Reading Skills, Book C pages 5-6, "Drawing Conclusions"		
Teacher Resource Book, page 240 worksheet 2-3		
Teacher Resource Book, pages 240-241		
Taskmaster 7^1 #1,2		Worksheet: Inferring From The Context "The Puzzled Parrot" - Lesson Plan Guide, page 27
Thoughtvault, page 163		
Be A Better Reader, Level D, page 200		
		Worksheet: Inferring From The Context "Sunday Drivers" Lesson Plan Guide, page 28
Mystery of Carlyle Airplane Plans mystery booklets		
Mystery of Carlyle Airplane Plans evidence packet		
Mystery of Carlyle Airplane Plans evidence cards - tape		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	m. Assign: Solve Mystery - theft, murder. 10. Reinforcement activities a. Teacher distribute Listen & Think booklets. b. Play tape relating to booklet, lesson 15, pages 46-47. c. Assign: Thoughtvault, pages 145-146 1) The student will read the article for the purpose of identifying in time order the development of football. 2) The student will place in proper sequence the important football developments on a time line. 3) They will draw conclusions about society reflected in the changes football has gone through. d. Practice in Critical Reading Skills, Book B, page 4, "Jumping To Conclusions"	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Listen and Think G Lesson 15, page 46 Lesson 14, page 44 Thoughtvault, pages 145-146 Practice in Critical Reading Skills Book B, page 4		

15


The Cat
Ate My Gymsuit
Paula Danziger
A NOVEL

KATHERINE PATERSON

BRIDGE TO TERABITHIA

Illustrated by Donna Diamond 365

Paterson BRIDGE TO TERABITHIA Crowell
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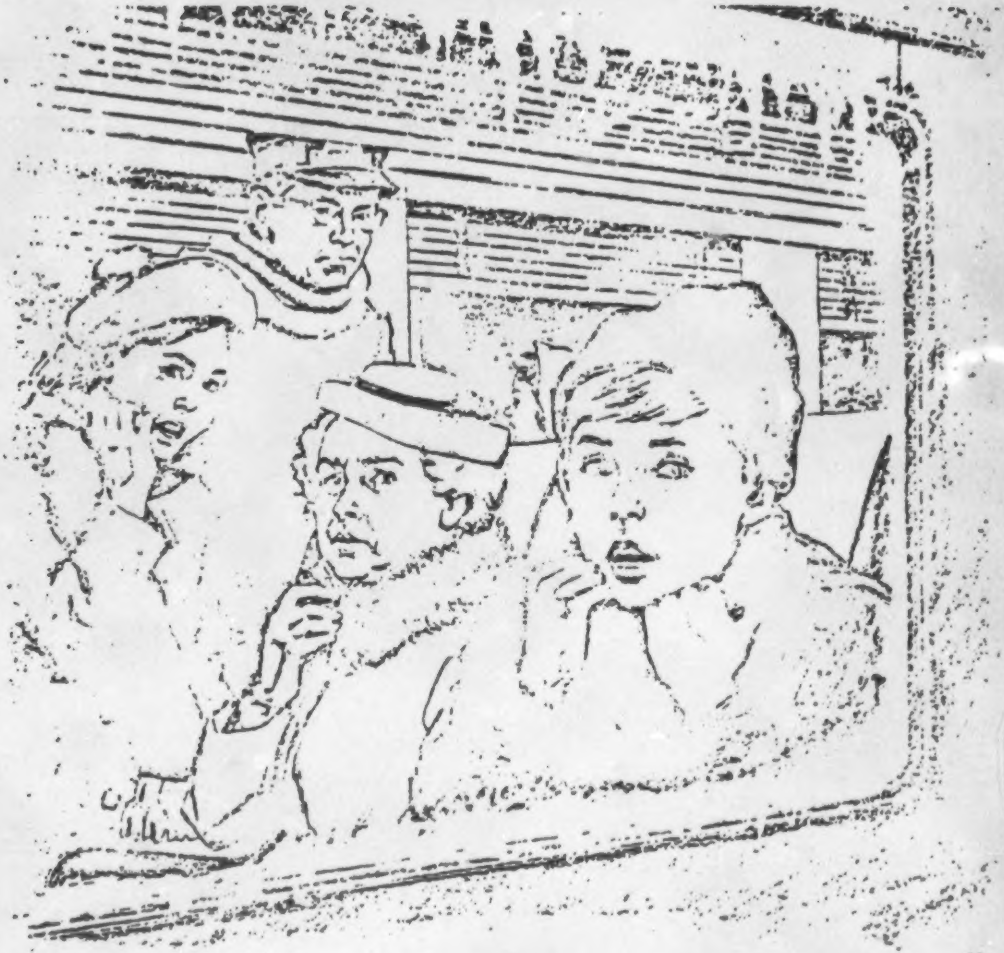
17

Fleming · A GUILD BOOK



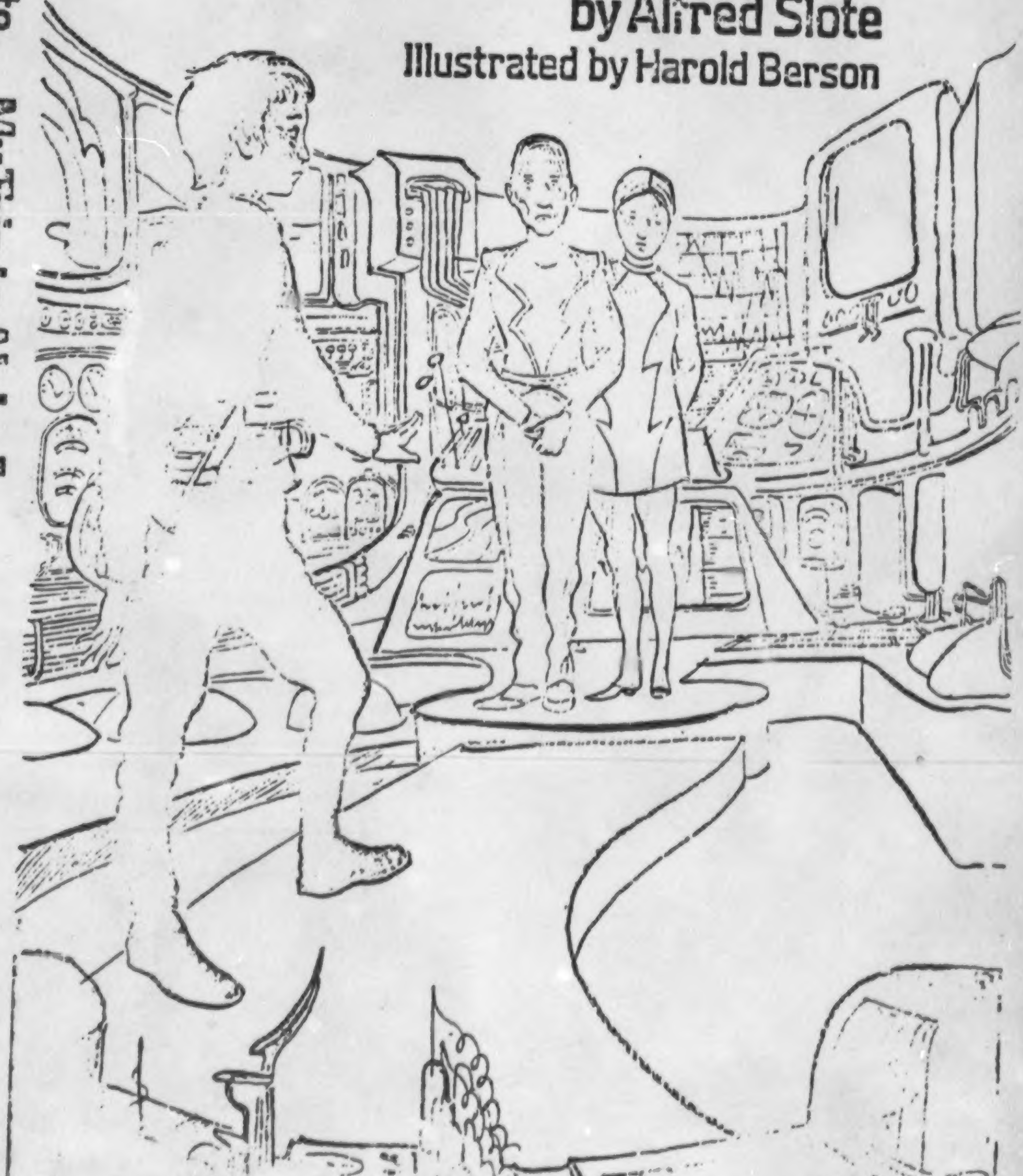
by Susan Fleming

Illustrated by Alex Stein

My Trip to Alpha I

by Alfred Slote

Illustrated by Harold Berson



Slote My Trip to Alpha I

A GUILD BOOK

Light a Single Candle

Beverly Butler

ODD.
EAD

A BILLION FOR BORIS

MARY RODGERS

HARPER
&
ROW

MARY RODGERS

Author of FREAKY FRIDAY

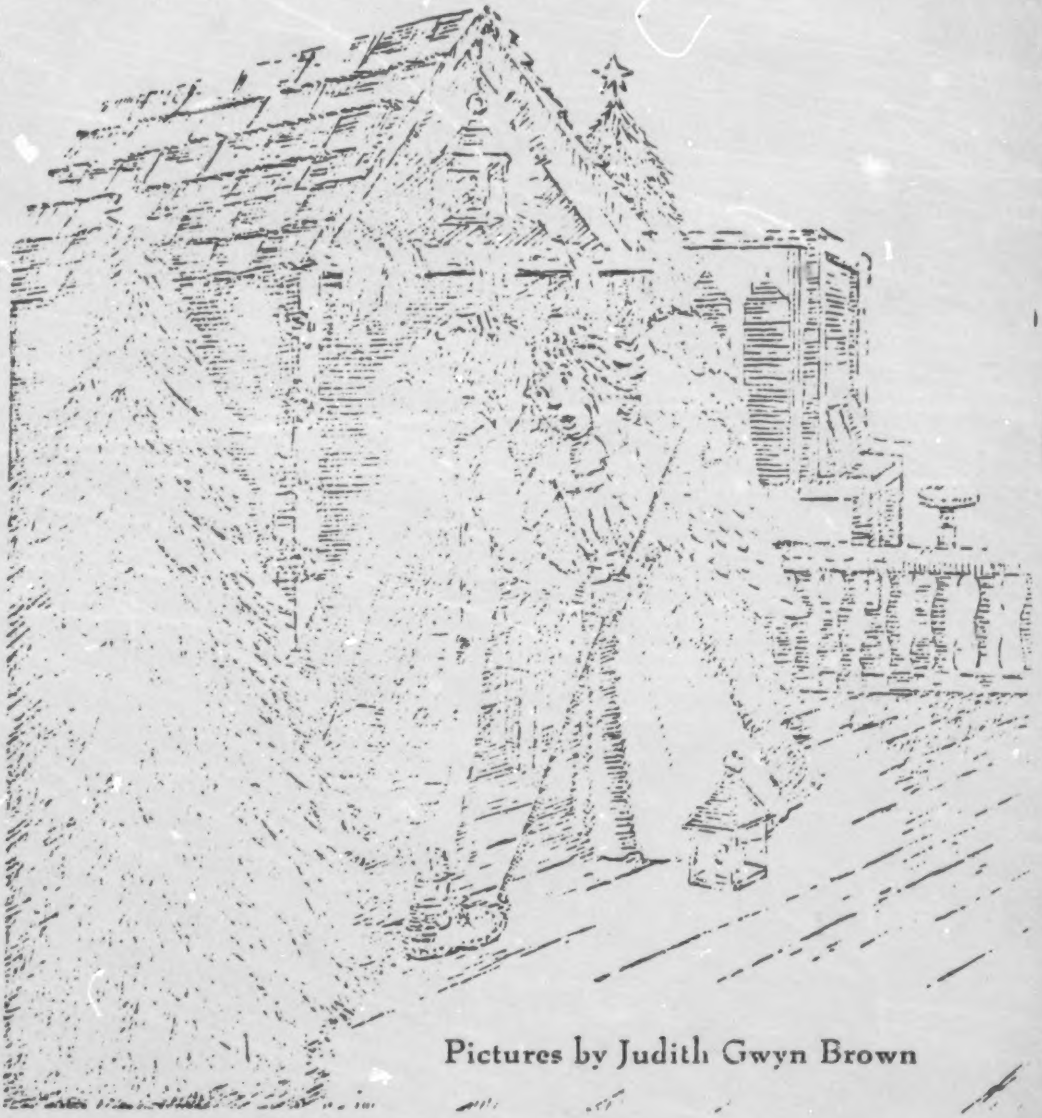
A BILLION

FOR BORIS

HARPER & ROW, PUBLISHERS

The Best Christmas Pageant Ever

by Barbara Robinson



Pictures by Judith Gwyn Brown

Robinson The Best Christmas Pageant Ever Harper & Row

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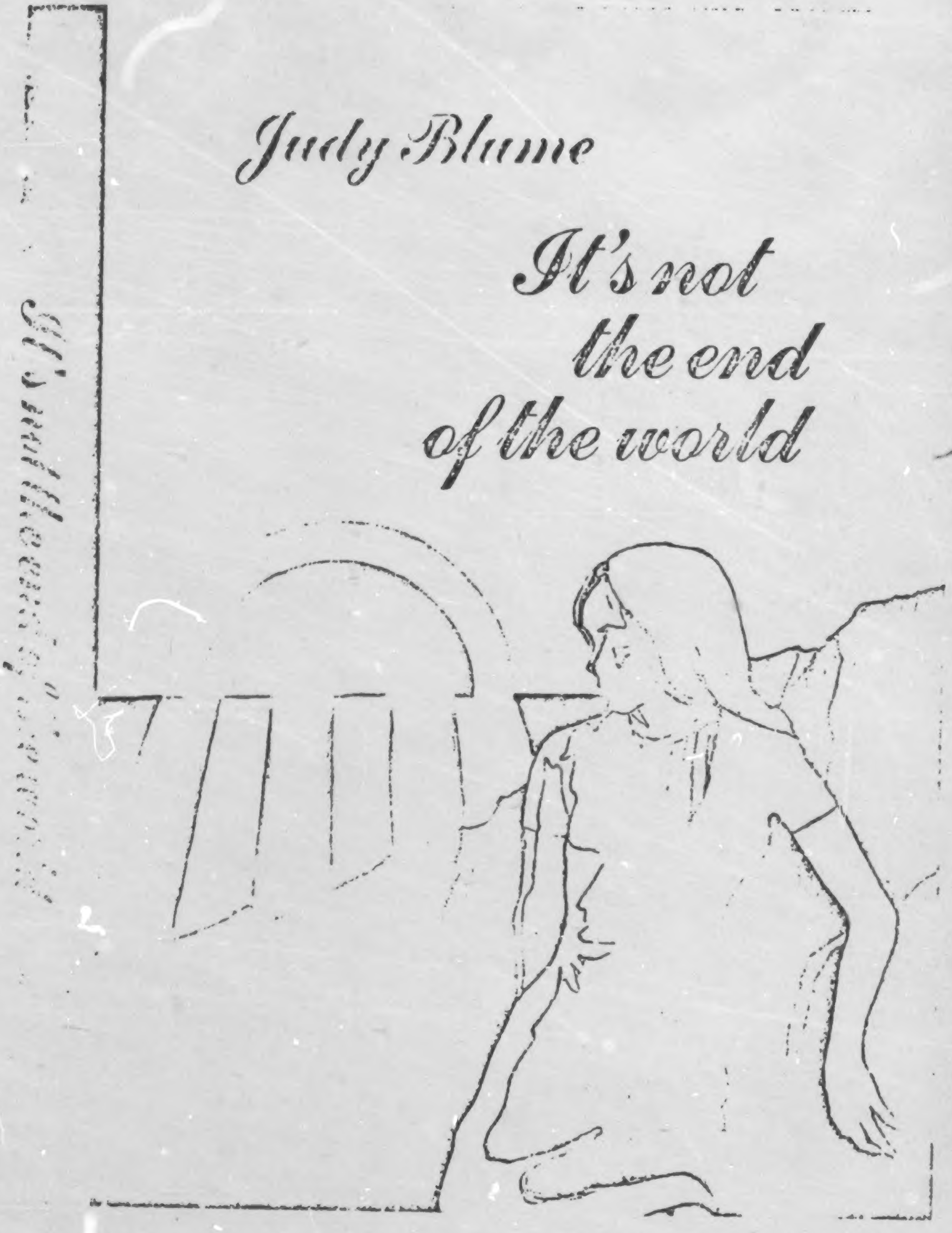


Judy Blume

It's not the end of the world

It's not the end of the world

Deenie

by Judy Blume

23

BOOK SUMMARIES

1. Sent from Chicago by his widowed father to live with relatives in Oakland, young Paul Sullivan has little time to feel sorry for himself when a blizzard leaves his train stranded. Set in 1955.

2. When Jack travels from Earth to Alpha I by Voya Code __an extraordinary system of transport that involves facsimile dummies of people reconstructed from computer card data--he discovers a scheme to defraud his wealthy mine-owner aunt.

3. Thirteen-year-old ____________ is a beautiful girl and her mother's one ambition is for her to be a fashion model. However, they find that ________ has a deformity of her spine that will require her to wear a brace for four years.

4. It is the middle of the night and Amy, six, is still awake, afraid to go to sleep because all the family may be gone when she awakens. She doesn't understand divorce, but her older sister, and her brother, Karen, twelve, and Jeff, fourteen, understand almost as little. Karen tries to bring her parents together again. She wants to give them an anniversary party, though her father has moved to a motel.

5. A christmas story with a different twist. The Herdmans-- all six of them--are all horrible. They blackmail the other children, threaten to stuff pussywillows in their ears, create havoc wherever they go. When they decide to join Sunday School and become actors in the Christmas pageant, the whole town thinks the end has come. Very funny story with surprises all around.

6. Annabel Andrews has another weird experience. This time Ape Face mends an old TV set and she and her friend Boris discover that it shows today what happens tomorrow. Boris has decided he must renovate his apartment and his mother, while his mother is away in Los Angeles; and to do this he needs a great deal of money. How he earns it, almost, the mind-boggling adventures they have, certainly don't work out as they planned. Was it ESP?

7. It stuns 14-year-old Cathy Wheeler to learn that she is losing her sight from glaucoma. An unsuccessful operation is performed, leaving Cathy blind. Suddenly people begin to treat her as if she were helpless, insensitive, and simple-minded. Their attitudes, as well as rejection by her best friend, Pete Sheridan, lead Cathy to enroll in the Burton School for the Blind. After one frustrating semester with the teachers and students at Burton, Cathy returns home with a guide dog and attempts to make it in the sighted world. Will she do it?

8. Thirteen-year-old Marcy Lewis thinks that she looks like a mousey, brown-haired blimp wearing wire-framed glassed. She disliked her father, who is constantly shouting at her, accusing her of being a failure and causing family arguments. When a replacement English teacher takes over Marcy's English class, Marcy begins to gain confidence in herself. Her teacher gets the students to express themselves and Marcy begins to tell her feelings at home. Soon things, both at home and at school, are out of control with Marcy right in the middle.

9. Jess Aarons had to be the fastest runner at Lark Creek Elementary School, the best, but then he was challenged by Leslie Burke, a girl, and that was just the beginning of a new phase in Jess's life. Leslie and her parents were newcomers to the rural Virginia community where Jess lived and were thought a bit odd, for their house was filled with books, and they didn't even own a TV set. Somewhat to his surprise, Jess and Leslie became friends.

Terabithia was Leslie's idea, a secret kingdom in the woods where they both reigned supreme. Here there were no enemies--not Monster Mouth Myers, their teacher, their schoolmates, Gary Fulcher and Janice Avery, Jess's four sisters, or even Jess's fears and Leslie's imaginary foes-- no one to defeat them. It was the strength he drew from Leslie's world that enabled Jess to cope when the unexpected tragedy touched all of them.

BOOK SUMMARY ANSWERS

1. "Trapped On The Golden Flyer", by Susan Fleming
2. "My Trip To Alpha I", by Alfred Slote
3. "Deenie", by Judy Blume
4. "It's Not The End Of The World", by Judy Blume
5. "The Best Christmas Pagent Ever", by Barbara Robinson
6. "A Billion For Boris", by Mary Rodgers
7. "Light A Single Candle", by Beverly Butler
8. "The Cat Ate My Gymsuit", by Paula Dnaziger
9. "Bridge To Terabithia", by Kathering Paterson

CAPABLE READER PROGRAM

UNIT A4

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC 142196

PREFACE

The detailed lesson plans contained within this manual are the result of the diligent and dedicated efforts of four pilot program teachers:

Donna Casper	Royce School
Suzanne Loft	McLenegan School
Karen Maren	Todd School
Evelynne Owens	Converse School

Taking concept units constructed by the district's elementary reading consultants -- Sandra Long, Jan Anderson, and Bonnie Kretsos -- these teachers developed lessons for our excelled reading students. In the process, they reviewed a wide variety of commercially published materials to select the best possible resources. The goal was to locate the most meaningful materials to enhance the development of the units' concepts.

Planning activities which stress higher levels of comprehension is a difficult task, but these manuals document that the four teachers were equal to it.

All activities were tried with the students and revised as necessary.

Finally, the teacher followed a common format in the creation of these specific lesson plans.

Subsequently, the elementary reading consultants edited the teacher manuals.

The result is a flexible teacher manual which will both guide classroom teachers from day one and allow all teachers to add their own ideas to personalize the lessons.

Appreciation is due the four pilot teachers and the three reading consultants for their persistent pursuit of a high quality guide for the instruction of our excelled reading students.

William B. Heebink, Ph.D.
Director of Curriculum

February 21, 1981

CAPABLE READER PROGRAM

UNIT A4

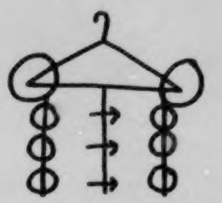
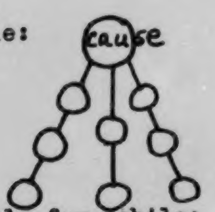
OBJECTIVE

Given a selection, the student will be able to identify the causes presented, predict the effects, and establish a relationship.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
I. Given tangible objects, the student will identify the causes, predict the effects, and establish a relationship.	I. Use tangible objects to gain an understanding of the concept of cause-effect. A. Prepare a cause and effect event. 1. Ask class to observe. 2. Teacher fills a glass with water so glass will overflow. 3. Question: What caused the water to run out of the glass? 4. Teacher restates (write on board): Too much water to run out of the glass and onto the table. (catch in pan) B. Prepare another example of cause-effect. 1. Using tangible objects, have students observe: a. Blow up balloon and prick it. What caused the balloon to burst? Teacher restate on board: The pin causes the balloon to burst. b. Teacher turns off lights. What is the Effect? darkness What caused the darkness? Teacher restates on board: shutting off lights caused dark. c. Open window-repeat procedure,opening caused cooler air 2. Use examples to stress cause and effect. Teachers Resource Book, page 245 3. Students plan cause-effect. a. Assign students to work in pairs to prepare a cause-effect activity. b. Demonstrate cause-effect. c. Write on board a cause-effect statement. 4. Teacher explains that many things that happen daily, happen as a result of something else. a. Have students orally suggest daily examples of cause-effect, teacher writes on board, drawing arrows from effect back to cause.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 245	glass, water, pan	
blackboard		
	balloon, pin	
Teacher Resource Book, page 245		
Taskmaster, 6^2, pages 1, 2 *Taskmaster*, 7^2, pages 13-14		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
II. Using visual aids, the students will identify the causes, predict the effects, and establish a relationship.	II. Write out or diagram the actual cause and effect. A. Diagram Cause and Effect 1. Examples of cause-effect: a. Teacher give class several incidents. b. On sheet of paper, class to write cause effect 1. 2. 3. c. Discuss with class the incidents stated by the teacher and the responses. 2. Bracket effect - draw arrow from effect to cause. a. Teacher write example sentence on board. b. Ask class what is the cause - what is the effect? c. Teacher draw bracket around effect - draw arrow from effect to cause ——— d. Teacher repeat procedure for several other examples. (Teacher Resource Book, page 248) e. Hand out ditto B1 - class to follow procedure for the remaining sentences. 3. Additional activities for cause-effect. a. Hand out ditto Mobile b. Explain example mobile c. Class make a mobile like the example using three of their own cause-effects. d. Explain mobiles to class-display in the room. e. Additional activities listed in Teacher Resource Book, pages 248-251. B. Review 1. Write on board cause-effect instances. Students volunteer for matching exercise. 2. Using homework cause-effect assignment, students construct a cause-effect mobile (3 ex.) a. distribute construction paper b. yarn c. paper clips 3. Distribute Listen and Think booklets. 4. Orally complete lesson 6, pages 24-25 with tape toward end of lesson.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 247		
examples #1-17 Teacher Resource Book, page 247	paper, pencil	
Teacher Resource Book, page 247 blackboard		
Teacher Resource Book, page 248		
Teacher Resource Book, page 249		Mobile: 
ditto (Mobile) Teacher Resource Book, page 249	coat hanger (wire) for every student construction paper string glue (or tape)	Example for mobile: "No gasoline available" (Each effect becomes a cause for the next circle below).
Teacher Resource Book, page 251		
Teacher Resource Book, page 249	construction paper - white, colored black yarn paper clips	
Listen and Think, Level G lesson 6, pages 24-25		
Practice in Critical Reading Skills, Book C, page 9		
Taskmaster 6^2, pages 3,4		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
III. Given pairs of sentences, the students will decide whether one sentence describes the effect or the cause.	III. Listen to or read pairs of sentences to see if one is the cause of the other. A. Cause-Effect in Pairs of Sentences 1. Class to read pairs of sentences a. Put sentence pairs on blackboard or overhead b. Teacher read orally sentence examples. c. Class to decide if first sentence (A) would cause second sentence (B) to happen. d. Discuss why? Why not? On strips of paper, write sentences A-B. e. Scramble up sentences. f. Hand out a sentence strip to each member of class. g. They are to match their sentence with somebody else. h. Additional activities worksheets. 1) Independent work on worksheets. 2) Oral discussion to follow completion. i. *Taskmaster*, 7^2, page 16	
IV. The students will identify and discuss significant cause-effect relationships in a longer selection.	IV. Detect whether there are additional effects for a cause, or additional causes for an effect after more than one sentence or paragraphs have been written. A. Adding sentences to create cause-effect relationship. 1. Teacher write example sentence on board - orally read example. 2. Tell class that they are to expand that statement - adding to a cause-effect relationship. B. Using news items to expand cause-effect. 1. Teacher to read example news item. 2. Students give their feelings as to the effects on the basis of what is found in the article. 3. Class to prepare a news article from the newspaper and give their effect reaction.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 253 sentence on strips, A-B (at least enough for each member of class)	blackboard overhead	
Teacher Resource Book, pages 254-255 worksheets		
Taskmaster 7^1, page 23 Taskmaster 7^2, page 15, 16		
Teacher Resource Book, page 257	newpaper articles	Use the cause-effect relationship in A 1-2 as a cause. Write in paragraphs all of the resulting effects it might have. "The earth stopped rotating on Jan. 3, 1981 at 9:00 p.m." (This may be written from a scientific point of view, a personal point of view or a humorous point of view.)
Teacher Resource Book, pages 257-258		

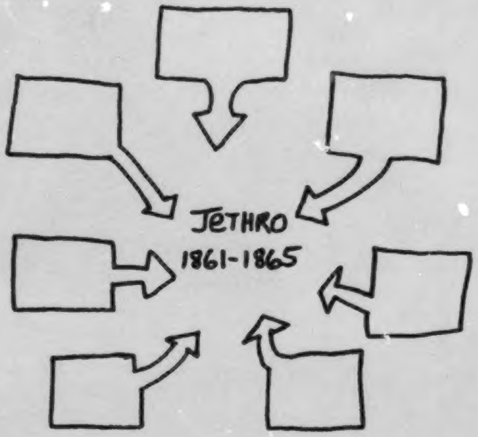
OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

C. Longer selections - author gives clue words.
   1. Teacher read orally (place on board).
   2. Teacher ask questions concerning news article.
   3. Class discussion.

D. Additional activities.
   1. Teacher Resource Book, pages 259-260
   2. Sasquatch - Creature of the North, pages 8-12.
      a. Introduce story, teacher manual, p. 71.
      b. Introduce vocabulary, teacher manual, p. 71.
      c. Distribute worksheet of questions regarding the story and Linescapes.
      d. Assign: "Sasquatch" to read silently, and worksheet of story questions.
      e. Read orally and discuss "Sasquatch - Creature of the North," using story question worksheet as a guide.
      f. Assign: Thoughtvault, pages 11-14, questions, bottom of page 14.
         Put cause and effect chart on board, teacher manual, page 71.
      g. Assign: TV-Violence, Activity 1-2, page 147.
      h. Practice in Critical Reading, page 8.
      i. Assign: Across Five Aprils
         1) Read orally and discuss Chapter 3
            Students will decide what influences (causes) there were on Jethro Creighton to develop the kind of 14 year old boy he turned out to be.
         2) Play Across Five Aprils tape, orally reviewing events in chapters 2-3.
         3) Distribute sheet of questions, chapter 4, taken from study guide (also bring in cause and effect)

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 259 worksheet		
Teacher Resource Book, page 260 worksheet		
Linescapes-"Sasquatch-Creature of the North", pages 8-12 worksheet, refer to Lesson Plan Guide, page 11		Cause-effect, cut and paste worksheet (Teacher constructed) (no sample given)
Thoughtvault, pages 11-14 Teacher manual, page 71		
Be A Better Reader, level D, pages 144-147		
Practice in Critical Reading Skills, book B, page 8		
Across Five Aprils tape		
Across Five Aprils study guide		
Optional: Culminating Mini-unit Across Five Aprils (separate lesson plan guide as provided with the Capable Reader Program)		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	j. Students may create a bulletin board display which shows the "causes" (influences) on Jethro as he grows to be a 14 year old young man.	



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MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION

Sasquatch-Creature of the North

Name ____________________

alien   wary   "low-keyed" growling   chasm

1. Can we conclude from the evidence given on page 9 that the cause of the wrecked compsite was Sasquatch? __________ Why? ________________________

____

____

2. What evidence seems to prove that the cause of the damage was Sasquatch?

____

____

3. What 2 relationships are established between Lupe and Tom? ________________

____

____

4. Why do you think the flickering and dying of the torch's light caused the creature to become more enraged? ________________________

____

____

5. Do you think that Tom could have imagined the incident with Sasquatch? ________

____

____

6. Why do you think the author included the paragraph about the doe and her 2 fawns?

____

____

7. Relate the happenings in this story to 2 modern mysteries on the lines below.

____

____

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ACROSS FIVE APRILS
IRENE HUNT
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The unforgettable, deeply moving story of the five fateful years of the Civil War

ACROSS
FIVE
APRILS

BY

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SPECIAL TEACHER MATERIAL
PREPARED BY
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CLEVELAND PUBLIC SCHOOLS

CO-CURRICULAR
LITERATURE SERIES

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51 MADISON AVENUE, NEW YORK, N.Y. 10010
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401

USE OF THE
CO–CURRICULAR LITERATURE SERIES (CLS)

The Co-Curricular Literature Series (CLS) is designed to supplement the regular language arts program from grade five through high school. The purpose of CLS is to help the teacher prepare extremely good lessons in a minimum amount of time.

Underlying the philosophy of CLS is the belief that many books of literary value can be read by entire classes of students. However, as all students do not bring the same experiences to the story, they will not all achieve the same understanding from the story. With CLS the final evaluation of each student's concepts has been tri-leveled to enable the student to gain measurable success from their individual reading of the story.

The class pattern as established in these lessons is as follows.

1. CLASS STUDY

A) INTRODUCTION
B) CHAPTER BY CHAPTER STUDY QUESTIONS
(may be omitted)

2. INDIVIDUAL OR SMALL GROUP STUDY

A) Literal Level
Level A

A) Interpretive Level
Level B

A) Critical Level
Level C

3. CLASS STUDY

A) GROUP DISCUSSION
All Levels

The progression followed in the preparation of the manuals is from class study to small group or individual study and back to class study for the group discussion. The group discussion topics are designed to enable the slower students to contribute to the discussion and for them to profit from the concepts studied at higher skill levels by more gifted students.

To aid the teacher in assigning a level to be studied by a particular student in the small group or individual study, the following criteria have been established for each level. (It must be noted that grouping is flexible and the teacher may wish to change some students to different levels from book to book or even during a single book. The important point is that students be challenged but not frustrated).

Level A – LITERAL LEVEL OF READING SKILL
1. Answers are mostly taken from words in text.
2. Concepts are studied as they are presented and the student is not normally required to interpret the concepts.
3. Use of what, when and who questions.

Level B – INTERPRETATIVE LEVEL OF READING SKILL
1. Questions designed to determine if the student fullyunderstood what the author had to say.
2. Expects the student to do some reading "between the lines".
3. Use of how and why questions.

Level C – CRITICAL LEVEL OF READING SKILL
1. Questions dealing with emotions and feelings of the author and student.
2. Expects the student to not only read "between the lines" but also "beyond the lines" and bring personal experience to bear on the interpretation of the story.

During the research period of CLS, a number of uses were found for the program.

A. The program may be used to supplement the regular reading or English classes.

B. The use of the material for evaluation as part of an individualized reading or literature program, especially if a small group could be assigned the same title. The interchange in group discussion was felt to be very valuable by the teachers involved.

C. In the research schools using some form of grouping the CLS tri-leveling process was found to be as valuable as in schools where no form of grouping was in existence. In only one case did a teacher not feel the need for all three levels of questions.

D. In some schools it was found to be more accessible to house the CLS material in the library or media center to facilitate greater use by the staff.

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TEACHER INTRODUCTION AND SYNOPSIS

Across Five Aprils is the story of the Creighton family during those four terrible years of national agony known as the Civil War. More specifically it is the story of Jethro Creighton, who is the youngest son and only nine - years - old when Fort Sumter is fired upon.

When the novel opens in mid - April of 1861, news of Fort Sumter has not yet reached the Southern Illinois community where the Creightons have their farm. Nevertheless, the clouds of war have gathered and darkened and few believe that the conflict can be avoided. The first two chapters show the hard yet happy life of rural Illinois in the 1860's. Also presented are the feelings of the Southern Illinois farmers about the ensuing conflict. Most hate slavery and favor the Union cause. At the same time many consider themselves Southerners and feel a close kinship with Kentucky because much of Southern Illinois had been settled by pioneers from Kentucky.

Through Jethro we acquire background on the Creighton family. We learn about Matt Creighton, his stern but loving father; about Ellen Creighton, his work - weary mother who nevertheless is happy and proud of her family; about Bill, his grown brother whom he loves deeply; about Tom, another grown brother, and Eb Carron, a cousin who lives with the Creightons; about John, his oldest brother; about Jenny, his fourteen - year - old sister; about Nancy, John's wife; and about Shadrach Yale, the young school - master who loves Jenny and whom Jethro hero - worships. These are some of the characters that move in Jethro's world.

Jethro also remembers those of the family no longer present – his three infant brothers buried on the hill and his beautiful sister Mary who had died two years before. She had been killed by a thoughtless, malicious act of Travis Burdow, a drunken young man from a family despised in the community. Matt Creighton had to plead with his neighbors to save young Burdow from being lynched.

At the end of chapter two Shadrach Yale brings the news of the Confederate capture of Fort Sumter. The War has begun. The people of the community are actually in a holiday mood thinking the Rebs will be whipped in a matter of days or weeks. A few steadier heads such as Matt Creighton, Bill Creighton, and Shadrach Yale have a more realistic and prophetic concept of the horror to come. News of the Union fiasco at Bull Run shakes the confidence of a few others.

Tom and Eb join the Union army in late summer and are the first of Jethro's family to go to war. John must make plans for his family and Shadrach must complete the fall school term; therefore, they plan to join the Union army in mid - winter. Bill, the most contemplative of the brothers, leaves sooner. He is not so certain about the rightness of the Union cause as the rest of the Creighton family. He also hates slavery, but he recognizes that the powerful industrial North imposing its will upon Southern farmers is much to blame for the War. He sympathizes with the South. After a fist fight with his brother John – the brother with whom he has always been so close – Bill goes to fight for the Confederacy. Jethro loves his brother Bill the most of all his brothers and keenly misses him.

The loneliness deepens when John and Shadrach leave. Shadrach is a fine teacher and Jethro's hero. He wants to marry Jenny before going to war, but Matt refuses consent saying that Jenny is too young. Before leaving, Shadrach gives Jethro his books instructing him to continue his studies and to follow the progress of the War through newspaper accounts. It is through these accounts and through the letters from Tom, Eb, John, and Shadrach that the significant events and people of the Civil War are woven into the fabric of the novel. However, the effect of the War on Jethro – the boy who must stay home – is the central concern of Across Five Aprils.

With his brothers gone, Jethro must assume a greater share of responsibility than his years would warrant. One such responsibility is taking the wagon to town for supplies. On his first trip to town alone Jethro is goaded by Guy Wortman, a local bully, because Bill has joined the Confederate cause. Jethro refuses to condemn his brother as a dirty Rebel. Ross Milton, editor of the town paper, befriends Jethro and admires the boy's intelligence and desire to learn. He gives Jethro a grammar book to help him develop habits of standard speech and writing. The friendship established between Ross Milton, the arthritic editor, and Jethro continues throughout the novel. On his way home Jethro is frightened by Dave Burdow who stops the wagon and takes the reins. Dave Burdow is the father of Travis Burdow, the young man whose drunken meanness had caused Mary's death. At the bridge a man – obviously Guy Wortman – attempts to spook the horses, but Dave Burdow controls them; thus he repays Matt Creighton for sparing his son's life.

This incident and worry about his sons in the war apparently cause Matt to have a serious heart attack. As a result he is transformed from a strong, hard - working man to a semi - invalid. Now the full responsibility of manhood falls on Jethro. With only his sister Jenny he must work the farm and provide for his parents as well as for his sister - in - law Nancy and her children. Neighbors can help out only occasionally.

The Creightons' troubles are just beginning. Night prowlers, undoubtedly led by Guy Wortman, burn their barn and pour coal oil into their well. Shortly afterward news comes that Tom has been killed at the bloody Battle of Shiloh.

Sam Gardiner, proprietor of the general store, finally puts an end to the depredations of the night prowlers by filling Guy Wortman's backside with buckshot and making a laughing stock of him. Matt Creighton's neighbors raise a new barn for the family and contribute some equipment to replace that which was burned.

By the winter of 1862 disillusionment over the War has settled over everyone. The North has suffered severe defeats and even the victories seem empty. Union soldiers are deserting by the thousands. One such deserter is Eb, Jethro's cousin. Jethro discovers the war - weary and emaciated Eb hiding near the Creighton farm. Eb now wants to return to his regiment but to do so would mean his execution. Once again Jethro is faced with a decision that would torment a mature man. Rather than further burden his sick father, Jethro accepts the risk of helping Eb. Harboring a deserter could have serious consequences, but he cannot turn in a man who is almost a brother. Not knowing where to turn, Jethro writes a letter to President Lincoln. Within a short time Mr. Lincoln replies saying that he has given much thought to the problem of the thousands of deserters and has decided to extend mercy. Those who will return to their regiments by a specified date will not be punished.

A number of letters have come from Shadrach Yale, who has survived several battles in the East, but in July of 1863 a letter comes from his aunt informing Matt that Shadrach is in a Washington hospital after being severely wounded at Gettysburg. His condition is critical, and he is asking for Jenny. Matt grants permission for her to travel to Washington accompained by Ross Milton, the editor, who has become a good family friend. With Jenny at his side, Shadrach begins to mend. Matt then consents to their marriage.

Late in 1864 word of Bill finally comes. John has found him among a group of Rebel prisoners. The brothers are reconciled, and in their talk Bill reveals that he was not at Shiloh. His bullet could not have killed his brother Tom.

By early 1865 the end of the war is inevitable yet the South fights stubbornly on. When Southern Illinois hears of the surrender at Appomattox Court House, the countryside becomes wild with joy – a joy that is short-lived because of Lincoln's tragic assassination. Jethro is grief - stricken by Lincoln's death since to him the President is a good and wise friend. His gloom does not lift until Shadrach and Jenny return to the Creighton farm. He learns that he is to accompany Shadrach and Jenny to the East to continue his education. John is returning to work the farm. Five Aprils have come and gone, and Jethro Creighton has become a man while still a boy.

STUDENT INTRODUCTION

Across Five Aprils is a deeply moving story of the five fateful years of the civil war and the personal struggles in the Creighton family during this time.

1. In what ways did farm life in the 1860's differ from farm life today?
   Much greater hardships were endured such as the following:
   No electricity
   No plumbing
   No automobiles, just horse and buggy was there only means of transportation.
   They fought bitter cold without heat, only heat from fire side.
   They made their own clothes, butter, and most of their food, etc.
2. Why is a civil war the most terrible kind of war?
   It pits a nation against itself. It is a brothers' war.
3. How would you feel if you had brothers fighting on opposite sides in a war?
   Most answers will vary, but they will probably agree they wouldn't want their brothers fighting at all.
4. What would you do if your parents' support depended upon you?
   Answers will vary.
5. Do you believe it is possible for a young person to have a greater understanding of the problems of life than an adult?
   Answers will vary.

CHAPTER BY CHAPTER STUDY QUESTIONS

CHAPTERS

1-2 How many members are there in Jethro's family? What are their feelings towards the War?

Jethro's mother, Ellen his sister, Jenny, and his sister-in-law, Nancy, dread the coming war. Matt and Ellen, although sympathizing with the people of Kentucky and Tennessee, are dead set against secession and slavery. They stand with the Union. John and Tom their sons, agree with them and are excited about going to war to give the Rebels a drubbing. Bill, another brother, is not so sure that the North is right and the South is wrong. (pp. 28-31)

3-4 What is the first real victory for the North?

The fall of Fort Henry down in Tennessee, a few miles south of the Kentucky line. (p. 47)

5-6 What happens to Matt? How does this affect Jethro?

Matt has a heart attack which leaves him sick, and unable to work. Since Jethro is the only son at home, he must do the work of a man from dawn to sunset. (pp. 90-91)

7-8 What happened to Tom?

Tom was killed at the Battle of Pittsburg Landing (Shiloh).

9-10 What does Jethro do for his cousin Eb Carron?

Jethro writes a letter to President Lincoln about his cousin who is a deserter, seeking some kind of answer to help him. Lincoln's reply indicated how Eb can rejoin his regiment without being executed as a deserter. (chapter 9)

11-12 What does the future have in store for Jethro after John and Eb return to the Creighton farm?

This means that Jethro can accompany Shadrach and Jenny to the East so that he can continue his education. (pp. 187-188)

LITERAL LEVEL STUDIES LEVEL A

WORD MEANING

One or more of the words have been underlined in each of the following sentences. Listed below are possi meanings. Select the meaning that best fits the context and write the letter preceding it in the space provided

1. He [Shadrach Yale] was mature enough at twenty to appreciate being a hero to a nine - year - old boy; besides that, Jethro's quick mind and delight in learning had been a source of pleasure for the studious young Yale, who had known the (1) frustration of trying to penetrate the (2) apathy and unconcern of a backwoods classroom. (pp. 10-11)
(1) e
(2) h

2. Dread of war was a womanly weakness, he had discovered, evidenced by his mother's (3) melancholy and the tears of Jenny and his brother John's wife, Nancy. (p. 12)
(3) j

3. "Well then, I'll ask you this: if tomorrow every slave in the South had his freedom and come up North, would your (4) abolitionists git the crocodile tears sloshed out of their eyes so they could take the black man by the hand?" (p. 30)
(4) n

4. Miles of bunting draped dozens of platforms, where speakers, by virture of their prestige as men of property or of exceptional (5) eloquence, found themselves called upon to fan the wrath of the people. (p. 37)
(5) d

5. Word of a (6) fiasco at a place in the East called Ball's Bluff came while people were still stunned by the news from Bull Run. (p. 38)
(6) l

6. He [Jethro] would remember the (7) rebuke to the end of his days. (p. 59)
(7) a

7. Shadrach had a flair for (8) mimicry and while he cut long slices of meat from the roasted chicken, he took in turn the role of a classroom bully, an angry woman who had descended upon the school in defense of her dull son's intellectual attainments, and a (9) pompous director of the school who, at the beginning of Shadrach's first term, had advised the young teacher before the entire school as to what was and was not acceptable in his position. (p. 61)
(8) q
(9) f

8. "I doubt if there's anything to it, though," he [Jethro] added, conscious of the look of (10) skepticism on Shadrach's face. (p. 63)
(10) i

9. Now the Creightons were one of those families – a (11) Copperhead family whose youngest boy spoke up for a brother who had gone South. (p. 83)
(11) k

10. The day had been, up until the noon hour, one of more (12) optimism than they [the Creightons] had known that month. (p. 97)
(12) p

11. Jethro, in his manhood, would learn of the (13) incompetence, the blindness, and the ghastly waste of life that followed a lost opportunity. (p. 125)
(13) c

12. Thousands of young men had become (14) disillusioned; this war was no "breakfes' spell." (p. 127)
(14) g

13. But they [the South] did hold on, and as the war trailed drearily on, (15) vindictiveness toward the stubborn stand of the seceding states grew steadily more bitter in the North. (p. 165)
(15) m

14. The role of this state [South Carolina] in bringing on the war served as a "just" excuse for (16) atrocities that no thoughtful man could excuse. (p. 176)
(16) o

15. "My hope lies in Abraham Lincoln . . .if he can control the (17) bigots, if he can allow the defeated their dignity –" (p. 184)
(17) b

a. censure
b. intolerant people
c. lack of ability
d. art of using language that moves people emotionally
e. feeling that occurs when one's efforts are thwarted
f. characterized by a stuffed - shirt attitude
g. no longer believing in a cause
h. lack of interest
i. a doubting attitude
j. deep sadness
k. Southern sympathizer
l. humiliating failure
m. inclination for revenge
n. those dedicated to the extinction of slavery
o. brutal acts
p. high hope
q. imitation

INDIVIDUAL COMPREHENSION

1. Who are the members of Jethro's family? How does each feel about the coming war?
Jethro's mother, Ellen, his sister, Jenny, and his sister - in - law, Nancy, dread the coming war. This is evidenced by Ellen's melancholy and by the tears of Jenny and Nancy. Matt and Ellen, although sympathizing with the people of Kentucky and Tennessee, are dead set against secession and slavery. They stand with Abe Lincoln and the Union. Their sons John and Tom agree with them and are excited about going to war to give the Rebels a drubbing. However, Bill, another brother, is not so sure that the North is absolutely right and the South absolutely wrong. (p. 12; pp. 28-31)

2. What attitude is most common in the little towns of southern Illinois immediately following the news of Fort Sumter?
The people are in a holiday mood expecting the war to be over very shortly. There are brass bands and speeches and parades. The mood begins to change when news of the Union disaster at Bull Run reaches the people. (pp. 37-38)

3. What is Bill's decision regarding his stand in the Civil War? How do the other members of the Creighton family feel about this decision?
Although Bill's heart is not in the War, he has decided to join the Rebels and fight for the Confederacy. John and Bill have had a fist fight, and one could assume that the fight was over Bill's decision.

Jethro weeps over his brother's departure because, of all his brothers, he loves Bill the most. No one in the family condemns Bill even though they disagree with his stand. (pp. 44-46)

4. Why isn't Matt able to work the farm after his older sons leave for war? How does this affect Jethro?
Matt has a heart attack which leaves him a sick old man unable to work. Jethro, since he is the only son at home, must do the work of a man from dawn to sunset. (pp. 90-91)

5. Why do Guy Wortman and the night prowlers persecute the Creighton family? How are they finally stopped?
Guy Wortman accuses the Creightons of being Copperheads – Southern sympathizers – because they do not condemn Bill as a traitor for fighting with the Rebels. Wortman tries to spook the horses pulling Jethro's wagon. Later he and some of his friends burn the Creightons' barn and pollute their well.

Sam Gardiner, proprietor of the general store who defends the Creightons and condemns the actions of Guy Wortman and his night prowlers, sets a trap for Wortman. Gardiner fills Wortman's backside with buckshot. Guy Wortman is now an object of ridicule and his persecutions stop (pp. 115-116)

6. A neighbor's son brings Matt and Ellen news of their son Tom. What is the news?
Tom has been killed at the Battle of Pittsburg Landing (Shiloh). The only consolation the family has is that a bullet quickly ended Tom's life so that he did not suffer. (pp. 109 - 110)

7. How does Jethro help his cousin, Eb Carron?
Jethro brings Eb blankets and food so that he can survive while hiding in the woods near the Creighton farm. Harboring a deserter is dangerous for Jethro's family even though Jethro keeps Eb's presence a secret from the rest of the family. In his desperation Jethro writes a letter to President Lincoln. Lincoln's letter of reply indicates how Eb can rejoin his regiment without being executed as a deserter. (chapter 9)

8. What happens to Shadrach Yale at Gettysburg? Matt grants Jenny permission to do what?
Shadrach Yale is critically wounded at Gettysburg and is in danger of dying in a Washington hospital. He is asking for Jenny, and Matt gives her permission to take a train to Washington. After Shadrach begins to mend, Matt consents to his and Jenny's marriage. (pp. 153-154; p. 157)

9. What does the future hold for Jethro when Shadrach and Jenny return to the Creighton farm?
John and Eb will be returning to work the farm. This means that Jethro can accompany Shadrach and Jenny to the East so that he can continue his education. Then he can help John's children get their education. (pp. 187-188)

INTERPRETIVE LEVEL STUDIES LEVEL B

WORD MEANING

1. Ellen Creighton is described in the following way:

   She was a small, spare woman with large dark eyes and skin as brown and dry as leather. She had been a pretty girl back in the 1830's when she married Matthew Creighton, but prettiness was short-lived among country women of her time. (p. 8)

   Why was prettiness short-lived?

   This description establishes early in the novel the hardship faced by those who farmed the land in the 1860's. Ellen Creighton is not old, but the unending toil on a small farm before the days of mechanization has worn her down, withered her so that no prettiness remains. It is significant to note that she does not complain. Farm women of a century ago did not expect to keep their looks. Young girls might be pretty, but a few years of hardship, childbearing, and exposure to the elements inevitably dried them up. It was a fact of life, and the women accepted it stoically.

2. Ellen shows her understanding of Lincoln's problem in this quotation:

   "He's like a man standin' where two roads meet, Jeth," she said finally, "and one road is as dark and fearsome as the other; there ain't a choice between the two, and yet a choice has to be made."

   Put this into your own words. Do you agree that this was Lincoln's problem?

   Using her own language, Ellen clearly indicates that Lincoln faces a terrible dilemma. The teacher might wish to introduce students to the word dilemma since the quotation is an excellent illustration of the term. It should be pointed out that a dilemma is a situation in which one is required to make a choice between two alternatives. The problem or frustration is that neither alternative is desirable.

   Lincoln's terrible dilemma in the early months of 1861 is making the choice between allowing the Union to dissolve into two weak nations or fighting a war which would put brother against brother. History records his choice and the resulting tragedy of the Civil War. (p. 18)

3. What does the following passage reveal about life in southern Illinois in the 1860's?

   It [the weather] was bitter but not beyond the ordinary; suffering at the mercy of the elements was accepted by Jethro as being quite as natural as the hunger for green vegetables and fresh fruit that was with him during the winter. When one found comfort, he was grateful, but he was never such a fool as to expect a great deal of it. The hardships one endured had a purpose; his mother had been careful to make him aware of that.

   The passage again illustrates the hardship of rural life. Further it shows that the farmers of southern Illinois accepted hardship and even hunger for needed food as a part of the natural scheme of things. We, who live in a much more comfortable age, may find this attitude difficult to understand. Readers should also realize that much of rural America at this time still clung to the ethic that suffering was good for the soul and strengthened the spirit. (p. 53)

4. Explain Shadrach's allusion, "Thou too, Brutus?"

   Students reading at the interpretive level should know that an allusion is a literary or historical reference that the author expects them to recognize. Although readers can enjoy the story without understanding the allusion, their pleasure is increased if they do understand it.

   In this instance Shadrach is alluding to a line in Shakespeare's Julius Caesar. Caesar speaks this line when he sees that Brutus is one of the conspirators who stab him to death. Among all the Romans he loves Brutus the most. His being part of the assassination plot is "the most unkindest cut of all." Shadrach makes the allusion as a kind of rueful joke. When he contends that Jenny is not too young to marry him, Jethro, out of a sense of loyalty to his father, defends Matt's stand that Jenny is too young. This is somewhat painful to Shadrach because he and Jethro are friends. (p. 55)

5. Explain these images:

"This war is a beast with long claws."	p. 104
. . . the fiery lash of the war's tongue.	p. 182

6. Shadrach Yale in a letter makes some keen observations about General McClellan:

> But he is afraid of something – of sending the men who love him to their death – of making an error that will reflect upon the image of himself which he knows to exist in the minds of his men. He does not have the cold approach to killing, the singleness of purpose, the brutal tenacity, that the winter of this war – if there ever is to be one – must have.

Put McClellan's apparent weakness into your own words. Does history prove Shadrach right or wrong? What do these observations tell us about Shadrach?

According to Shadrach, McClellan has a fatal weakness. His men love and cheer him, and this image he has in the minds of his men is too important to him – seemingly more important than his dedication to the Union cause. He is willing to fully commit his troops because to do so would result in heavy casualties, yet to follow up advantages and win the war, mass death and destruction are inevitable. The history of McClellan's campaigns is a record of indecisiveness and lost opportunities which finally compel Lincoln to remove him.

Readers should recognize that Shadrach's description of the military leader needed – a man with singleness of purpose and brutal tenacity – is personified in U.S. Grant, who as commander of the Union army does commit his men, suffers horrible casualties, but does succeed in bringing the South to her knees.

Shadrach's observations about McClellan and the kind of man needed to win the Civil War confirm the keenness of this intellect and the depth of his understanding. Unlike nearly all of his fellow soldiers, he is not impressed by McClellan's dash and charm. He looks deeper, and, although he sees admirable personal qualities in McClellan, he also sees that the general is inadequate for the task of winning the war. (p. 125)

7. In another letter Shadrach writes:

> When a man has looked upon such massive waste of life as I have witnessed in these three battles, the presumption to consider his own little personal dreams becomes a matter of supreme egotism.

What is he trying to tell Jenny?

The whole tone of the letter is pessimistic. After fighting in three of the bloodiest battles of the War – Antietam, Fredericksburg, and Chancellorsville – Shadrach now doubts his personal survival. He realizes the odds are against him, and, simply because he has dreams of a happy future, there is no guarantee what he will live to enjoy the future. He has seen too many young men, with dreams equally important to them, die by the thousands. It is supreme egotism – a fantastic self - centered delusion – to think that personal dreams and the fervid desire to live mean anything in the mass slaughter of war. He wants Jenny to be prepared for the probability of his death. (p. 149)

8. Irene Hunt uses the word pandemonium in two places. (p. 152; p. 163) What is the origin of this word? Why is it a good word choice?

The original Pandemonium was created by the English poet, John Milton, as the name for the capital of Hell in Paradise Lost. It is formed from the elements pan- meaning "all," demon, and the neuter noun suffix -ium. It might be translated as "the place with all the demons." Pandemonium has come to mean any place where there is absolutely wild tumult. On page 152, pandemonium is used to describe the wild celebrations following the victory at Gettysburg, one of the most important Union victories of the War. On page 163, it is descriptive of the terrible tumult of the Battle of Chickamauga.

The word pandemonium is particularly interesting because it illustrates one of the ways in which our language is enriched with new words. An author, such as John Milton, may coin a word; the word may strike the public fancy and earn a permanent place in the language.

INDIVIDUAL COMPREHENSION

1. Describe the attitude that Jethro, Tom and Eb have about the brewing conflict between the states. Is their attitude realistic? Why or why not?

Jethro was one with Tom and Eb – "they hoped that war would come soon. War meant loud brass music and shining horses ridden by men wearing uniforms finer than any suit in the stores at Newton; It meant men riding like kings, looking neither to the right nor the left, while lesser men in perfect lines strode along with guns across their shoulders, their heads held high like horses with short reins." (p. 15) The boys have romantic notions about war. At this time they are able to see only the flying banners – the martial music – the glory of war. They have no real concept of the blood, gore or misery of war. The reality of killing or being killed has not yet been accepted by them.

2. After joining the Union Army, how do Tom and Eb change in their attitude towards war?

Tom's first letter home (p. 49) shows that he has already lost his romantic notions about war. He writes that many of the boys had foolishly thrown away their heavy clothing and then later froze to death. Many others died fighting at Donelson. He concludes by saying, "you tell Jeth that bein a soljer ain't so much." In less than two months, Tom is killed at Pittsburg Landing (Shiloh).

Eb also learns that war is not flags flying and bands playing. He returns to southern Illinois, not in glory, but as a dirty, emaciated deserter sick of the misery of war. When Lincoln's order of clemency permits him to rejoin his regiment without fear of punishment, he goes back with a far different attitude than he had when Tom and He first marched off to war. He is not looking for glory; he simply wants to do his duty. Eb himself best sums up the change in his outlook: "We was like fulish young uns. . ."

3. Before he goes to war Shadrach wants to marry Jenny, but Matt thinks Jenny is too young. Do you agree or disagree? Explain.

Opinions will vary. Jenny is fourteen, and many readers will probably agree with Matt that fourteen is too young for marriage. However, students should be reminded that their judgment should be based on conditions of life in the 1860's. In our complex modern society, a girl generally is not ready for marriage at fourteen. On the other hand, life in the 1860's, although harder, was simpler. Girls were prepared to be wives and mothers much earlier than now. Teenage marriages were common in rural America of a hundred years ago.

It may be further noted that Jenny, like most country girls, has many responsibilities and does the work of a full grown woman. Perhaps it is also significant that Shadrach Yale disagrees with Matt and thinks that Jenny is old enough to marry him. At twenty Shadrach demonstrates unusual maturity and sound judgment. Readers might conclude that his judgment in this matter should be respected.

4. How do Jethro's relationships with the women in Across Five Aprils change through the course of the novel?

(a) With Ellen?
(b) With Jenny?
(c) With Nancy?

(a) Jethro's relationship with his mother, Ellen, is clearly defined in the first chapter. Although Jethro is doing a full day's work and demonstrates a keen intelligence, he is still obviously a child, and the relationship between them is clearly that of mother and child. It is Ellen who makes the mature observations. (Note that Ellen describes Lincoln's dilemma. See number 2 in the Word Meaning section of Interpretive Level Studies.) As Jethro gradually becomes the staff of his parents' old age, the relationship between him and Ellen shifts. By the end of the novel, he is more man than child. He has grown intellectually and emotionally beyond his mother and beyond the little southern Illinois community of his boyhood. For example, she cannot understand as he can that the Civil War will not end the nation's problems. Although Ellen regrets that she cannot talk to Jethro as she once did, she respects him as a man.

(b) At the beginning of the novel, Jenny, who is five years older than Jethro, acts as an older sister and exercises the authority of an older sister. When Jethro takes on the task of running the farm, he and Jenny become equals, and a bond of affection and mutual respect grows between them.

(c) Before John goes to war, Jethro has little association with John's wife Nancy, a shy, reserved girl. After John leaves for the army, a closeness develops between Jethro and Nancy. Jethro has the further responsibility of providing support for her and her children. Nancy particularly appreciates Jethro's kindly regard for the children who learn to look upon Jethro as a kind of father substitute.

5. How does Ross Milton affect Jethro's life?

Ross Milton quickly recognizes Jethro's lively intelligence and love of learning. He encourages the boy to grow intellectually. Through frequent discussions with Ross Milton, Jethro is better able to interpret the momentous events of the times. When Jethro expresses a desire to improve his language, Milton gives him a grammar text that he wrote. Astute readers may note Jethro's gradual shift from his Jasper County dialect to a more standard usage. Jethro is particularly motivated to acquire standard speech patterns when some soldiers make fun of his dialect. (p. 132) He discovers for the first time that his dialect is a subject for ridicule.

6. Explain how Matt Creighton's outlook on life and his relationship with Jethro changes after his heart attack. Why has he changed?

Although Matt loves Jethro, he has always been a stern taskmaster. A hard worker himself, he demands hard work from all his children. He never praises any of them since in his pioneer philosophy doing one's duty does not require praise. After his heart attack, Matt still sets the tasks for Jethro and Jenny, the only children now at home, but he can no longer work himself. He now praises Jethro for jobs well done. He considers Jethro's wishes, respects his judgment, and allows him to make certain decisions. This complete change in Matt would amaze Jethro's older brothers if they were home.

Why has Matt changed? Probably the transformation has occurred because Matt is now dependent. Instead of being an asset, he has become a liability. In the past he could make stern demands on others because he made stern demands on himself. Now he must depend on his youngest son who has become the staff of his old age.

7. Through newspaper accounts Jethro learns of the fortunes and failures of Union generals. What disturbs him about their behavior? Should he be disturbed? Why or why not?

Jethro has grown up in the company of adults. He has learned to respect them. He naturally assumes that they are wiser than he. For this reason he expects the generals – the chosen leaders of the armies – to be wise. However, as Jethro matures he begins to recognize that some adults are fools. His acquired respect for adults in authority and his disillusionment over the Union generals' obvious ineptitude are in conflict. Shadrach has encouraged Jethro to read the newspapers and follow the progress of the War closely. This Jethro has done. Shadrach has also taught Jethro to think, to question, to be skeptical. This helps Jethro interpret the news intelligently.

Most readers will probably agree that an informed citizen – even a young citizen – has a right to question the behavior of the nation's leaders. In a democratic society the people not only have the right but the duty to judge the behavior of their leaders.

8. Why is Jethro so deeply grieved by Lincoln's death?

To Jethro Lincoln is not just the President in faraway Washington. He is Mr. Lincoln, a personal friend he has grown to love and admire – a great man who took time to answer a young boy's letter. Jethro is sensitive to Lincoln's compassion, his awful burden, and his desire to heal the nation's wounds. Being intelligently informed, Jethro realizes that Abraham Lincoln is the one man that could reunite the Republic and still preserve the dignity of the South. He is keenly aware of the magnitude of the tragedy caused by an assassin's bullet. Because Jethro has developed such a close feeling for Lincoln, he not only suffers the nation's loss but grieves over the loss of a dear friend.

CRITICAL LEVEL STUDIES LEVEL C

WORD MEANING

1. The following passage explains the Copernican theory:

"Well, Ma'am. there was a long time when people allowed that the Earth was the big king - pin amongst all the stars and things. They thought that the moon and sun and all the stars went 'round the earth and maybe kind of tipped their hats as they went by. Shad says that most everybody went on believin' that fer years till finally there come along this man I'm tellin' you about. He was head and shoulders smarter than the run of the mill. and after he'd watched the sun and moon and stars fer a long time he set down and did some figgerin'. Well. when he got through figgerin' he showed it to some other fellers and there it was. plain as anything – the earth wasn't the big kingpin after all. He allowed it was jest a little old star chasin' 'round the sun with a pack of others, some of 'em a lot bigger than us. Shad says that some folks took that news real hard: it kind of let the wind out of their sails all of a sudden." (p. 13)

Is this an effective explanation? Why?

Jethro has put a scientific theory into words that Ellen, his listener, can understand – words that are relevant to her experience. This is characteristic of any good explanation. Calling the earth the "big kingpin" and then a "little old star chasin' 'round the sun" is more meaningful to Ellen than a dry scholarly dissertation on Ptolemy's geocentric (earth - centered) theory followed by a dissertation on the Copernican heliocentric (sun - centered) theory. (It interesting to note that, although Copernicus developed his theory in 1530, many Americans in the 1860's still believed the earth was the center of the universe.)

Not only is Jethro's explanation clear, but it has a lively charm achieved through the use of dialect personification. One almost has to smile at the image of the sun, moon, and stars tipping their hats to the earth as they go by.

This passage also establishes two important facts:

1) *Jethro's keen intelligence and vivid imagination*
2) *Shadrach's masterful teaching*

2. What does the author mean by –

The shot that Travis Burdow fired over Rob Nelson's team that night was a shot fired at a society that had kicked a boy from childhood on because he bore his grandfather's name. (p. 17)

Do you agree? Why or why not?

The author is saying that society, or in this case the local community, must bear part of the blame for Travis Burdow's drunken behavior. People have labeled the Burdows with a bad name. Modern psychology asserts that an individual often acts in a way other people expect him to act. If everyone expects the worst from a person, that person may very well do his worst. Society has already condemned Travis Burdow. He behaves just the way people always knew he would. Those readers who accept the psychological concept just described will agree that society is partially to blame for Travis's wanton act of violence. However, many will probably contend that a sane individual must still be held accountable for his actions. This is a basic requirement for an orderly society.

3. Do you agree with Matt Creighton when he says:

"Human nature ain't any better on one side of a political line than on the other – we all know that – but human nature, the all - over picture of it, is better than it was a thousand – five hundred – even a hundred years ago." (p. 31)

Give reasons for your opinion.

Matt apparently believes in the perfectibility of man. Readers who agree with him can find evidence illustrating improvement in the human condition. For example:

the promotion of social justice
the growing acceptance of diverse cultures
the raising up of individuals to new levels of worth and dignity
the growing compassion for the less fortunate
the use of technology to provide material comfort for millions so that they now have the time and energy to seek self - fulfillment

Students can certainly add to this brief list and cite concrete examples for each general heading.

Those who disagree with Matt can also find much evidence illustrating reversals in man's [illegible] For example:

the savage insanity of Hitler's Third Reich
continued war with increasingly destructive weapons
continued racial intolerance
The deliberate pollution of our planet
The destructions of democratic institutions in various places in the world and the imposition of tyrannical control
crime and violence in the streets of our nation's cities

Students can also add to this list. Unfortunately, man's inhumanity to man is still with us.

Many of us may agree with Matt because we want his belief to be true. Perhaps if enough of us really want it to be true, we can make it be true.

Explain Bill's statement: "I don't know if anybody ever 'wins' a war, Jeth. I think that the beginnin's of this war has been fanned by hate till it's a blaze now: and a blaze can destroy him that makes it and him that the fire was set to hurt. There oughtn't to be a war, Jeth: this war ought never to ha' bin." (p. 41) Do you think the Civil War could have been avoided? Explain.

Bill, the most thoughtful of Jethro's older brothers, has hit upon an important philosophical truth. Bill's brothers and young neighbors seem to think of the War as a game: games can be won, but war is not a game. Its object is to destroy the enemy's capacity to fight, and this requires slaughter and destruction. Bill can see farther than the other young men. He knows that the mass killing will leave a residue of bitterness with both the vanquished and the victorious. Perhaps he senses that the aftermath of the Civil War will create more problems and divisions in America than existed before the War: divisions that continue to exist in our own time. The wars of the twentieth century certainly illustrate this same truth. The world has been left in an ever increasingly precarious situation following each conflict.

Whether or not the Civil War could have been avoided is still debated by historians. Students' responses will depend on their knowledge of the issues and events leading up to the conflict. The burning issue of slavery is often cited as an inevitable cause of the War, yet many historical scholars contend that slavery was already on the way out and would have been abolished even without war. However, many may agree with Winston Churchill who wrote that the American Civil War "must upon the whole be considered the noblest and least avoidable of all the great mass-conflicts of which till then there was record." We know that the seeds of the conflict were planted at the birth of our nation. We know that men of great stature from both the North and the South, such as Daniel Webster and Henry Clay, valiantly strove to find the solutions that would preserve the Union without war. But the War came anyway.

5. Reread the open letter Ross Milton wrote and printed in his paper. What literary device is he using? Is it more or less effective than an editorial simply condemning the night prowlers? Explain.

   The device used is irony – saying one thing but obviously meaning just the opposite. For example, when Ross Milton suggests that the night prowlers step forward to receive the plaudits of the country at large, he really means that the country at large should condemn them. Irony is frequently more effective than a straight-forward condemnation because it introduces that additional element of mockery. Mocking a situation or individual can hit harder than merely condemning the situation or individual. Reading the editorial pages and letters to the editor in the local newspaper for a few days will probably turn up some examples of irony.

6. Reread Lincoln's letter to Jethro. The letter is fiction: however, is it the kind of letter he might have written? Is it consistent with what you know about Lincoln's character? Explain.

   Most readers will probably agree that the letter seems consistent with Lincoln's character. We know that Lincoln, although burdened by the awful responsibility of saving the nation, still took time to write letters to ordinary people and even to children. He loved the common men. He certainly would have a soft spot in his heart for a farm boy from Illinois who would probably remind him of his own youth. His statement in the letter that if he errs, he will err on the side of mercy is typical of him. His prayer for Divine guidance in seeking out what is right might remind one of the last paragraph in the Second Inaugural Address. This fictional letter might be compared to the Letter to Mrs. Bixby reprinted below. It should be fairly evident that the author has striven to imitate Lincoln's writing style.

LETTER TO MRS. BIXBY

Executive Mansion, Washington
November 21, 1864

Mrs. Bixby
Boston, Massachusetts

Dear Madam: I have been shown in the files of the War Department a statement of the Adjutant - General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that your heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully.

Abraham Lincoln

7. Ross Milton asks some burning, unanswerable questions:

> "What's going to happen to them, Jeth? What will become of men and women who have known nothing but servitude all the days of their lives? They are without experience, without education; they'll be pawns in the hands of exploiters all over the nation. You watch this thing, Jeth, you watch the abolitionists who have ranted against the South: see if they extend the hand of friendship to the uneducated, unskilled men who will come north looking to them as to a savior. (pp. 180 - 181)

Are these words prophetic? Explain.

Ross Milton, the newspaper editor who understands human nature only too well, realizes that the most fanatic abolitionist has not thought far enough into the future to even consider helping the freed slaves achieve full and productive citizenship. Milton's words are darkly prophetic. Generations after the Civil War the vast majority of Black Americans had still not entered the main stream of American life. For years the Black American in the North was denied entrance or advancement in many trades and professions. His poverty frequently imposed upon him a de facto segregation more complete than the segregation found in the South. Even the recent strides in civil rights have not eliminated the problems of inadequate education and under-employment foreseen by Ross Milton over one hundred years ago. His questions are as current and relevant as today's news story.

8. The author states:

> Jethro had learned to accept the whims of fate, schooled as he was in the philosophy of men who work the soil. (p. 184)

What do you think this philosophy is? Why would farmers in particular have such a philosophy?

This is a philosophy of acceptance that is essentially fatalistic. Men have little control over what happens to them. Life is filled with hardships, suffering, and tragedy; no amount of railing against fate can change this. We, who live in an age when environment is controlled to a greater degree than ever before, may find this fatalism difficult to understand. Farmers would be particularly susceptible to this philosophy since their lives are so dependent on the seemingly capricious whims of nature. Too little rain, too much rain, frost, storms, floods and other acts of God constantly threaten them.

Another factor contributing to this philosophy in the southern Illinois farm country of the 1860's is the deep religious conviction of the people. They were taught to be humble and accept hardship and suffering as the will of God.

INDIVIDUAL COMPREHENSION

1. Why do the Creightons' neighbors consider Bill "peculiar"? Is he peculiar? Explain.

In the pioneer philosophy of the Creightons' neighbors, there is little regard for book learning. They are a hard-headed, practical people, and, since reading does not help in the farm work, they see little or no value in it. Bill is "peculiar" because, although he is a strong, hard worker, he loves to read more than anything else and is sensitive to the beauty of nature. Some readers may recognize that Bill's character is similar to that of the young Lincoln, and young Abe's neighbors also call him "peculiarsome." (Some students may wish to read and report on Carl Sandburg's Abe Lincoln Grows Up.*)*

Although from the viewpoint of the Creightons' neighbors Bill is peculiar, critical young readers should have the capacity to respect those who march to the sound of a different drummer. They may also note that Bill's thoughtful nature and compassionate understanding make him a better man — a fuller man — than any of his neighbors.

2. Cite evidence of Jethro's growing maturity through the course of the novel. How does the author make this growth believable?

Since the novel's central concern is Jethro's growing maturity, students should be able to find a wealth of evidence. A few examples are:

his assumption of more and more responsibility
his ability to make decisions, the most important being the decision to help Eb, the deserter
his improved speech and writing
his studying even without supervision
his mature understanding of the momentous events of this time

Readers who have observed Jethro's obvious maturity may note the irony of a comment made by one of *the Creightons' neighbors: "Be glad you're a boy, young feller, and don't hev to pester yourself with all these troubles that men are sufferin' through these days." (p. 123)*

Irene Hunt has made Jethro's development to maturity believable by having it happen gradually. For example, Jethro's childish annoyance over Jenny's reluctance to read all of Shadrach's letter illustrates that he has not yet outgrown all childish impulses. Astute readers will also notice that Jethro's speech does not improve overnight but over a long period of time.

3. Why is Shadrach Yale such an excellent teacher? Cite specific illustrations from the novel that show his excellence. Compare Shadrach to the teacher who replaces him.

Shadrach's own love of learning is contagious. He delights in Jethro's quick intelligence and lively curiosity and encourages Jethro to stretch his mind through wide and thoughtful reading. Shadrach's explanations are clear and relevant. A good example is his explanation of the significance of the Copernican Theory which Jethro repeats for his mother. (p. 13) Just before he leaves for war, Shadrach instructs Jethro in how to interpret the newspaper accounts of the War and how to follow the War's progress using maps. To further help Jethro continue his studies, Shadrach gives him his books and some pointers for reading them. A particularly good quality that Shadrach has as a teacher is the care he takes in not talking down to Jethro. He respects the boy as an individual, and this respect is returned.

The elderly teacher who replaces Shadrach is a sad contrast. He lacks wisdom and is not even kind. Matt tells Ellen: "The man is not only without book - larnin' as I am, but he has a mean and pinched - in mind. The boy is right; he'll larn more by ten fold on his own." (p. 155)

4. Why does Shadrach say that Bill's decision about going to war takes more courage than either his or John's? Do you think Bill is right or wrong? Explain.

Nearly everyone in southern Illinois supports the Union cause. The decision of Shadrach and John to join the Union army will be praised, not condemned. Bill, on the other hand, has made the unpopular choice by fighting for the Confederacy. He knows that he will be reviled as a Rebel. We know that Bill has searched his heart and mind for the right answer. His sincere conviction is that the North has no right to impose its will on the South. Bill's courage is the courage to follow the dictates of his conscience even though such a course invites universal condemnation. His struggle to know the right may remind readers of Lincoln's struggle. (One of the great tragedies of the Civil War was that there were good, decent, dedicated men on both sides.)

Is Bill right or wrong in his decision? Student response will vary, but the question is really impossible to answer. From the perspective of a hundred years, we know that neither the North nor the South was entirely right or wrong. Many Southerners were not fighting to preserve slavery – an obvious evil – but were fighting for the right of their state to determine its own destiny. Some readers may know, for example, that Robert E. Lee – the South's greatest general – was against secession and was asked by Lincoln to take supreme command of the Union army. After much soul - searching, Lee decided that duty demanded he remain loyal to his native Virginia. How can we say whether Bill or Robert E. Lee was wrong for following the dictates of their conscience?

5. In what ways does Dave Burdow prove that he is a better man than most people think him to be? What should this say to a reader about making snap judgments about people?

When Dave Burdow takes the reins of Jethro's wagon, he may actually be saving the boy's life. If Jethro were driving when Guy Wortman spooks the horses, he might very well have lost control and been killed. In this way, Dave repays Matt for sparing Travis Burdow's life. Dave demonstrates his decent impulses a second time when he sends Matt lumber for a new barn.

These two episodes illustrating Dave Burdow's elements of decency should suggest to readers that snap judgments about people can not only be wrong but unfair. It is prejudice to judge anyone on the basis of scant evidence. Dave Burdow is huge and filthy. His eyes are described as piglike and sullen. Stories have circulated that his father committed some petty thievery downstate before settling in the area. He is also condemned for his son Travis's drunken, negligent behavior which caused Mary Creighton's death. Everyone, including Jethro, has concluded that Dave Burdow has no shred of decency – a conclusion proved to be sheer prejudice by Burdow's later actions.

6. Irene Hunt never shifts her setting from southern Illinois, yet she presents the whole, vast panorama of the Civil War. How does she achieve this? Is her method effective? Defend your opinion.

At first we learn of events through newspaper accounts and through people's reactions to those accounts which are woven into the story. After Shadrach and Jethro's brothers go to war we get first - hand accounts through the letters sent home. These letters make the Civil War seem more real and immediate to us. Always described are Jethro's reactions as well as the reactions of others. In this way we get a picture of both those who go to war and those who stay at home. The author also places the young men in different Union armies so that both the War in the West and the War in the East are described.

The author's method of weaving in several descriptions of Civil War battles seems effective. Not every battle is described, nor is every detail of a battle presented. To do so would overburden the reader and make the book seem more like a history text than the novel it is. Irene Hunt concentrates on Jethro's story but she provides enough details of the War to give the reader a concept of the Civil War's terrible scope.

7. (a) Why does Eb's desertion present Jethro with such a difficult problem? Do you think Jethro is right in his course of action? Explain.

(b) If Abraham Lincoln's letter had not provided a solution to the problem of Eb's desertion, what would have been Jethro's proper course of action?

(a) Eb's desertion and return to the neighborhood of the Creighton farm present Jethro with a dilemma. (Readers may recall Ellen's description of Lincoln's dilemma on page 13). Jethro's inner conflict is one of loyalties. Loyalty to the Union demands that Jethro turn Eb into the authorities. However, Eb is his cousin – really more like a brother since he has been reared in the Creighton home. Family loyalty demands that he help his kin, but by helping Eb he runs the risk of bringing the wrath of the law down upon him for harboring a deserter. The risk is particularly serious because the rest of the family depends on Jethro for support. Jethro's dilemma would torture a mature man.

Opinions will vary on whether Jethro does the right thing, and those varying opinions should be respected. Many may agree with Jethro's course of action since Lincoln's decision to grant clemency gets him off the hook and everything turns out for the best.

(b) The question becomes more difficult when one tries to imagine what Jethro should do if Lincoln had decided otherwise. This would present Jethro with the original dilemma – the same conflict of loyalties described earlier. The question is almost impossible to answer and readers will come up with varying ideas. One possibility might be, if Eb's presence becomes too great a risk for the rest of the family, for Jethro to insist that Eb make his own decision: either move on, turn himself in or be turned in by Jethro. Students may discover other possibilities. If these possibilities are soundly reasoned, they should be accepted.

8. How do the people of Southern Illinois feel about Sherman's march to the sea? What is your opinion of the march? Give reasons for your opinion.

The feelings of the people of southern Illinois about Sherman's march through Georgia are mixed. Being farmers themselves, many deplore the wanton destruction of rich farm country even in war. There are some who condemn the march to the sea because of what it may do to the characters of the young Union soldiers – that it will teach them the false lesson that burning, looting, and slaughtering defenseless people are noble enterprises. Others believe that the burning and pillaging is justified since it will weaken the South's will to resist and punish Southerners for rebelling against the Union. They cite Andersonville, a notorious Confederate prisoner of war camp, to prove that the Southerners also committed atrocities.

Readers' reaction to the march may be as mixed as that of the characters in the novel, and for the same reasons. Some may say that in the insanity of war anything that hastens victory is justified. However, whether Sherman was right or wrong in his march to the sea is still an open question for debate and probably will remain so. This question is as difficult to answer as one which grew out of World War II: Should the United States have dropped the atomic bomb on Hiroshima?

GROUP DISCUSSION

1. Read "Author's Note" on pages 189 - 190. Discuss Irene Hunt's inspiration for Across Five Aprils. What are some of the questions she raises?

   Her inspiration was her grandfather. All the questions she raises are ones she would have liked to ask him.

2. Which characters in Across Five Aprils have undergone change and which characters have remained the same?

   The profound changes in Jethro are considered in number 2 in the Individual Comprehension section of Critical Level Studies.

   Matt's character transformation is discussed in number 6 in the Individual Comprehension section of Interpretive Level Studies.

   Jenny is another character who matures during the novel. She too must assume greater responsibilities.

   After John leaves for war, his wife Nancy becomes more friendly and develops a closer relationship with the other members of the Creighton family. The reality of war dispels Tom's and Eb's foolish, romantic notions of war.

   The characters who remain essentially the same are Ellen, Shadrach, Bill and Ross Milton. They are already mature and find no reasons for changing the life - values they have learned and accepted.

3. The neighbor boy who describes the Battle of Shiloh refers to the beauty of the countryside taking special note of the peach trees in bloom. What vivid contrast has the author created? Why has she used this contrast ?

   The contrast is between the beauty of nature and the horrible ugliness of the bloody slaughter at Shiloh. The contrast is used to make the ugliness of war stand out more sharply.

4. The author writes that for many years after Lincoln was shot people asked. "Where were you when you heard? What were you doing? Who brought you the word? Why do you think people asked these questi Can you think of any recent events that caused a similar reaction?

   The assassination of Lincoln was a national shock – a tragic experience shared by millions of people. No one who lived through it could ever forget where he was or what he was doing when the news reached him. Even years later, many people felt the need to share their reactions with others.

   Similarly, in more recent history, no one who was aware of the world around him can ever forget where he was or what he was doing at the time of the attack on Pearl Harbor or when he heard the news of Franklin Roosevelt's death or John Kennedy's assassination.

5. The author notes that Lincoln's Gettysburg Address drew mixed reactions. Some said it was a poor speec others said it was great. Jethro's mother listened and siad, "It has the ring of Scriptures about it." p. 16 Read or reread the Gettysburg Address and form your own opinion. What qualities or parts of the speech impress you or fail to impress you?

6. The Second Inaugural Address is also referred to on page 179. Read or reread this speech. Then discuss Lincoln's explanation of the Civil War and his hopes for the future.

7. Pick one of the battles described or mentioned Across Five Aprils and do additional research on it. Then report on the battle to the class. Perhaps you can use the chalkboard to illustrate such things as troop movements, artillery emplacements, lines of defense, etc.

8. Compare Across Five Aprils with other stories or movies about the Civil War. Perhaps someone has read The Red Badge of Courage, a novel set at Chancellorsville which describes a young recruit's first taste of battle.

Name ____________

Across Five Aprils

Chapter 1

1. Who are the members in Jethro's family? ____________

____

____

____

2. Ellen Creighton is described on page 8 in the following way:

> She was a small, spare woman with large dark eyes and skin as brown and dry as leather. She had been a pretty girl back in the 1830's when she married Matthew Creighton, but prettiness was short-lived among country women of her time.

Why was this prettiness short-lived? ____________

____

____

____

3. Ellen shows her understanding of Lincoln's problem in this quotation:

> "He's like a man standin' where two roads meet, Jeth," she said finally, "and one road is as dark and fearsome as the other; there ain't a choice between the two, and yet a choice has to be made."

Put this into your own words. ____________

____

____

____

4. Page 15 - Describe the attitude shared by Jethro, Tom, and Ed regarding the brewing conflict between the states. ____________

____

____

____

Is their attitude realistic? Why or why not? ____________

____

____

Name ____________

Across Five Aprils

Across Five Aprils is a deeply moving story of the five fateful years of the civil war and the personal struggles in the Creighton family during this time.

1. In what ways did the farm life in the 1860's differ from farm life today?

2. Why do you think a civil war is the most terrible kind of war? ________

3. How would you feel if you had brothers fighting on opposite sides in a war? Why

4. What would you do if your parents' support depended upon you? ________

Name ____________________

Across Five Aprils

1. What are the Creightons' feelings toward the conflict between the North and South?

____

____

____

____

____

2. Many southern Illinois communities shared the North's distaste toward slavery, yet many of these people originally came from the South. What problems do you think would arise when these people had to decide which of the two warring sides to support?

____

____

____

____

3. Do you agree with Matt Creighton when he says:

> "Human nature ain't any better on one side of a policical line than on the other--we all know that--but human nature, the all-over picture of it, is better than it was a thousand--five hundred--even a hundred years ago."

Give reasons for your opinion, using 20th century issues as examples.

____

____

____

____

4. How had Jethro's feelings toward war changed? ________________

____

____

421

5. What are Jethro's relationships with the women in Across Five Aprils? (We will look at this same question again in future chapters.)

with Ellen ____

____

with Jenny ____

____

with Nancy ____

____

6. What does the author mean by--

> The shot that Travis Burdow fired over Rob Nelson's team that night was a shot fired at a society that had kicked a boy from childhood on, because he bore his grandfather's name.

____

____

____

____

7. Why do the Creighton neighbors consider Bill "peculiar"? ____________

____

____

____

Is he peculiar? Explain. _________________________________

____

____

Name ______________

Across Five Aprils

Chapter 4

1. What is the first real victory for the North? ______________

____

2. What does the following passage reveal about life in southern Illinois in the 1860's?

> It (the weather) was bitter, but not beyond the ordinary; suffering at the mercy of the elements was accepted by Jethro as being quite as natural as the hunger for green vegetables and fresh fruit that was with him during the winter. When one found comfort, he was grateful, but he was never such a fool as to expect a great deal of it. The hardships one endured had a purpose; his mother had been careful to make him aware of that.

____

____

____

3. After joining the Union Army, how does Tom change his attitude about war?

____

____

What evidence is provided in the chapter to support your conclusion?

____

4. Before he goes to war, Shadrach wants to marry Jenny, but Matt thinks Jenny too young. Do you agree or disagree? Why? ______________

____

____

____

____

5. Page 60 - Why does Shadrach say that Bill's decision about going to war takes more courage than either his or John's? ______________

____

____

____

You may want to refer to the map provided you for place names and locations given you concerning the Civil War.

Name ____________________

Across Five Aprils

Chapter 3

1. Pages 37-38 - What Attitude is most common in the little towns of southern Illinois immediately following the news of Fort Sumter? ____________

____

____

____

2. What is Bill's decision regarding his stand in the Civil War? ____________

____

Why can we consider it such a courageous one? ____________

____

____

3. Explain Bill's statement:

> "I don't know if anybody ever 'wins' a war, Jeth. I think that the beginnin's of this war has been fanned by hate till it's a blaze now; and a blaze can destroy him that makes it and him that the fire was set to hurt. There oughtn't be a war, Jeth; this war ought never ha' bin."

____

____

____

4. How did Jethro react toward Bill's decision? ____________

____

How does this reaction display growth in his character? ____________

____

____

Name ______________________________

Date ____________________

GROWING WITH AMERICA
Across Five Aprils
Activity No. 3

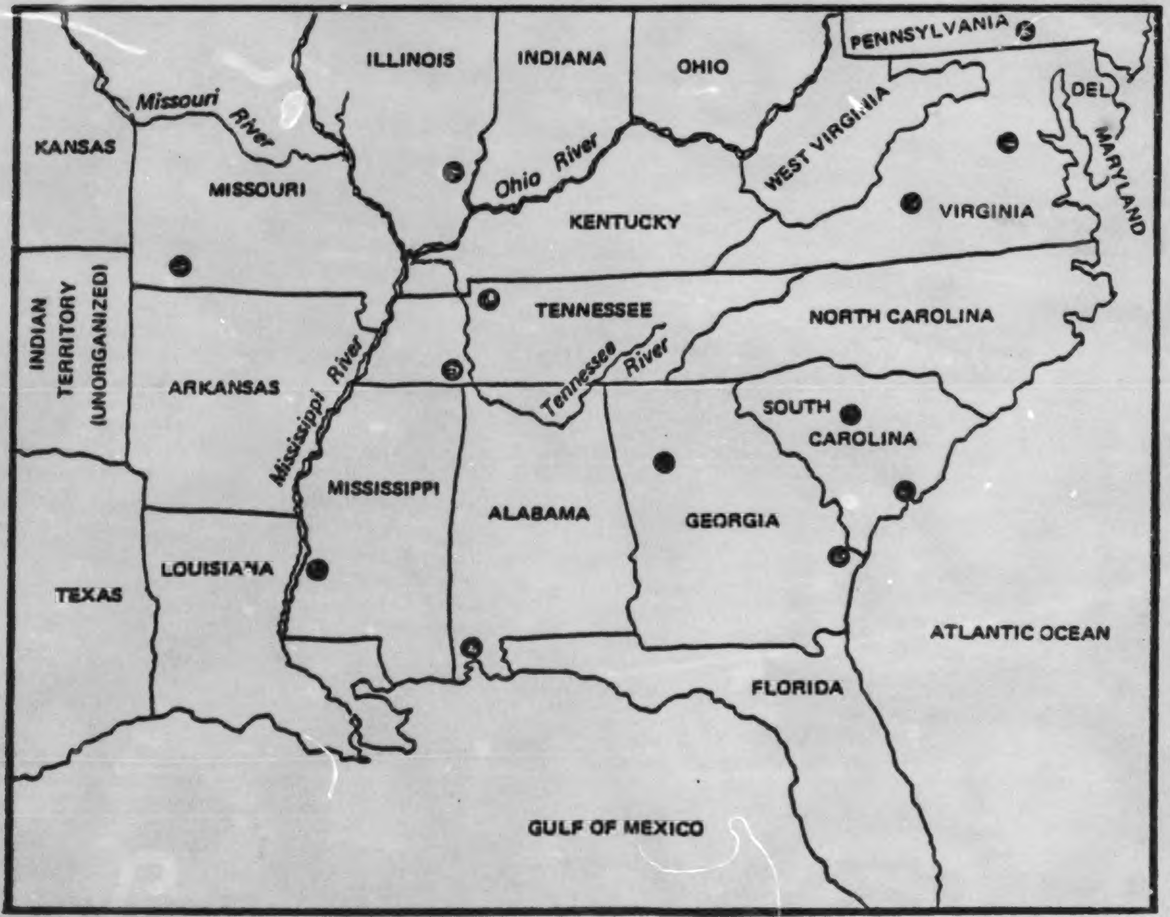
Where Did It Happen?

Historical fiction sometimes blends actual places and events with fictional as well as real characters. The Creighton family is fictional, but their experiences are those of families that actually lived at the time. The military events in the book actually took place.

A. On the map; write at the proper location, the number of each of the following:

1. Home of the Creightons
2. Attack on Fort Sumter
3. Battle of Wilson's Creek
4. Battle of Shiloh
5. Battle of Fort Donelson
6. Battle of Fredericksburg
7. Seige of Vicksburg
8. Battle of Mobile Bay
9. Where Lee surrendered to Grant

B. In the parentheses following the name of each battle, write "N" if the North won, "S" for the South.



ILLINOIS
INDIANA
OHIO
PENNSYLVANIA
DEL
MARYLAND
WEST VIRGINIA
VIRGINIA
KANSAS
Missouri River
MISSOURI
Ohio River
KENTUCKY
INDIAN TERRITORY (UNORGANIZED)
TENNESSEE
NORTH CAROLINA
Tennessee River
ARKANSAS
Mississippi River
SOUTH CAROLINA
MISSISSIPPI
ALABAMA
GEORGIA
LOUISIANA
TEXAS
ATLANTIC OCEAN
FLORIDA
GULF OF MEXICO

Name ________________

Across Five Aprils

Chapters 5-6

1. In what way does Matt Burdow prove that he is a better man than most people think him to be? ________________

What should this say to a reader about making snap judgments about people?

2. Jethro's journey to town was a real test of his character. Give examples from Chapter Five to prove this statement. ________________

1. Why isn't Matt able to work the farm after his older sons leave for war?

How does this affect Jethro? ________________

2. Why do Guy wortman and the night prowlers persecute the Creighton family?

3. Explain these images in your own words:

"You're not to fret, Matt; we mustn't give trouble a shape before it throws its shadder." (page 94)

Name ____________

"This war is a beast with long claws." (page 104)

____

____

4. How has Nancy's behavior toward the Creighton family changed since the beginning of the story? ______________________________

____

Why do you think this has happened? ______________________________

____

Cite evidence of Jethro's growing maturity through the course of the novel. Be able to tell how the author makes this growth believable?

Name ______________

Across Five Aprils

Chapters 7-8

1. What does the author mean when she says:

> "Dan Lawrence was not yet twenty; he was still weak from his wounds and loss of blood, still under a cloud of horror that only subsequent horrors could make him forget."

____

____

____

2. What happened to Tom? ______________________

____

3. Why do Guy Wortman and the night prowlers persecute the Creighton family?

____

______________________ How are they finally stopped?

____

____

4. Through newspaper accounts Jethro learns of the fortunes and failures of Union generals. What disturbs him about their behavior?

____

____

____

5. Irene Hunt never shifts her setting from southern Illinois, yet she presents the whole, vast panorama of the Civil War. How does she achieve this?

____

____

____

6. The neighbor boy who describes the Battle of Shiloh refers to the beauty of the countryside, taking special note of the peach trees in bloom. What vivid contrast is the author creating?

____

____

____

Name ________________

Across Five Aprils
Chapter 9

1. What does Jethro do for his cousin Eb Carron? ________________

____

____

2. Why does Eb's desertion present Jethro with such a difficult problem?

____

____

____

Do you think Jethro is right in his course of action? Why? ________

____

____

3. If Abraham Lincoln's letter had not provided a solution to the problem of Eb's desertion, what would have been Jethro's proper course of action?

____

____

____

4. Reread Lincoln's letter to Jethro. The letter is fiction; however, is it the kind of letter he might have written? (Is it consistent with what you know about Lincoln's character?)

____

____

____

Name ________________

Across Five Aprils

Chapter 12

1. What does the future have in store for Jethro after John and Eb return to the Creighton farm? ________________

2. Why is Jethro so deeply grieved by Lincoln's death? ________________

3. The author writes that for many years after Lincoln was shot people asked, "Where were you when you heard? What were you doing? Who brought you the word?" Why do you think people asked these questions? ________________

   Can you think of a recent event that caused a similar reaction? ________________

4. Describe this sentence in your own words:

   Five Aprils have come and gone, and Jethro Creighton has become a man while still a boy.

Name ______________________________

Date ____________________

GROWING WITH AMERICA
Across Five Aprils
Activity No. 1

It's in the Numbers...

Numerologists use numbers to foresee the future and read a person's character. One method used to determine character traits is as follows:

Each letter of the alphabet has a value from 1 to 9, as shown

1	2	3	4	5	6	7	8	9
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Total the values of the letters in a person's name

E L L E N C R E I G H T O N
5 + 3 + 3 + 5 + 5 + 3 + 9 + 5 + 9 + 7 + 8 + 2 + 6 + 5 = 75

Add the digits that make up the total, continuing until you reach a single digit

7 + 5 = 12 1 + 2 = 3
(Ellen Creighton's number is 3)

1. stubborn, uncooperative
2. sweet, pleasant, diplomatic
3. active, talented, does not take life seriously
4. dull, plodder, hard worker
5. restless, reckless
6. conventional, kindly, tries to get along with others
7. serious, intelligent, studious
8. strong, tough, practical
9. brilliant, visionary, idealistic

I. Using this system, determine character traits for the following people from *Across Five Aprils* and then fill in the third and fourth columns.

	Name	Number	Agree/Disagree	Why?
(a)	Ellen Creighton	3		
(b)	Jethro Creighton			
(c)	Matthew Creighton			
(d)	Shadrach Yale			
(e)	Abraham Lincoln			

II. (*Optional*) Determine numerological "fortunes" for your friends, using the same method.

*Number chart from *The Magic Art of Foreseeing the Future*, by Daniel Cohen (Dodd, Mead 1973).

CULMINATING MINI-UNIT
FOR CAPABLE READER
PROGRAM

(Part of Unit A/4)

ACROSS FIVE APRILS

Skill: cause + effect

Suzanne Loft
March, 1980

GB= guidebook of lesson plans

OBJECTIVE	LESSON, PROCEDURE, ACTIVITIES	EVALUATION
1. Child can identify setting of the story.	1. Pass out materials. 2. Discuss the setting in any of or all of the following ways: a. What might the title mean? b. Elicit what they know about the Civil War and then fill in the basics not known. c. Play two minutes of the tape recording - child interprets setting. d. Children SKIM first chapter to gather bits of information which give clues to setting.	
2. Child can interpret feelings of characters through implied main idea skill learned in Unit A/2.	e. Teacher and children read aloud first few pages of chapter one to get the feeling for the relationship of mother to son. f. Children hear first part of tape recording to help establish mother/son relationship. HOW DO YOU KNOW?	Find proof in the author' words to back up your ideas.
3. Child can begin identifying human relationships between Jethro and each of those characters in chapters one and two, and influential events which may affect Jethro as a person.	3. Assignment: Read chapters 1 and 2. Begin thinking about what things influence Jethro as you are reading. Think of not only other characters but also of events. Answer in complete sentences the following questions: 1. In what ways did farm life in the 1860's differ from the farm life today? (GB 149) 2. Why is "civil war" the most terrible kind of war? (GB 149) 3. How would you feel if you had brothers fighting on the opposite sides of the war? (GB 149)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Text - *Across Five Aprils* (paperback) for each of the students Cassette of the story from the *Growing With America* kit.		A folder for each student in which notes and study questions will be kept.

OBJECTIVE	LESSON, PROCEDURE, ACTIVITIES	EVALUATION
	3. Continued 4. What would you do if your parents' support depended on you? (GB 149) 5. Do you believe it is possible for a young person to have a greater understanding of the problems of life than an adult? (GB 149) 6. How many members are there to Jethro's family? 7. What are their feelings about this war?	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
1. Child exhibits knowledge of story line in chapters assigned through class discussion and written interpretations and responses to given questions.	1. Review: Ultimate objective as stated ~~in~~ before Lesson 1. (cover objective) 2. Today we want to check your knowledge of chapters one and two through some discussion and further questions. a. Discuss given questions in lesson 1. (See GB for teacher answers.) b. Ask meanings of a few possible difficult vocabulary words IN CONTEXT.	
2. Child can give meaning of word in context clue.	c. Ask the following questions and discuss: 1. What is the Copernican Theory? How did Jethro explain it to his mother, Ellen? (Page 13 of text) 2. What does the author mean by "a shot that Travis Burdow fired over Rob Nelson's team that night was a shot fired at society that had kicked a boy from childhood on because he bore his grandfather's name?" (Page 17 of text) 3. Do you agree with Matt Creighton when he said, "Human nature ain't any better on one side of a political line...?" (Page 31 of text)	Children's answers orally will give the teacher an idea of thinking process being used by them to interpret and answer questions. DO THEY UNDERSTAND THE QUESTIONS? DO THEY RESPOND DEEPLY ENOUGH—MORE THAN ADEQUATELY ARE THEY WORKING TOWARD THE ULTIMATE OBJECTIVE ~~(Lesson 1)~~? (cover objective)
3. Child can summarize knowledge gained through discussion and self-study, by writing a summary.	3. At end of discussion, ask them to summarize what they feel they have learned about Jethro so far from the author's words, their interpretation and our discussion.	Written summary evaluated by teacher.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL

Lesson 3 - A/4

OBJECTIVE	LESSON, PROCEDURE, ACTIVITIES	EVALUATION
1. Child will visualize through mapwork, the geography of the war based on words of the author and research.	1. Review: Ask for the goal of the entire text to be explained. Read summaries aloud as a review and to re-establish where you left the story yesterday.	
2. Child will respond with 80% or better accuracy to the literal questions and interpretive questions concerning their silent reading of chapters 3 & 4.	2. Today we will look closely at the geography of the war through the author's words and mapwork. We will also find out one Creighton family member's decision about the War to be very different than the others'.	
3. Child will be able to identify an allusion.	3. Prior to assigning the silent reading time, do any of the following: a. SKIM with children to find any possible difficult vocabulary. Unlock with context clue--together. b. Orally go over given questions for study. Explain allusion. c. WARM UP by reading first page (orally) of chapter 3.	
	4. Allow adequate time for the silent reading.	
	5. When they finish the reading, allow them to meet in small groups to discuss and write their responses individually to the given ditto sheet of questions (see sample).	Group discuss - written response to given question sheet.
	6. After all children have had at least ten to fifteen minutes in small groups, do one of the following: a. Discuss their answers with the total group. B. Collect their written responses for a grade.	

Lesson 3 - 4/4

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Worksheet of questions for chapters 3 and 4.		

OBJECTIVE	LESSON PROCEDURE, ACTIVITIES	EVALUATION
	7. Tell them that in the next lesson they will be reading about an event more directly an influence to Jethro than the war, that will change Jethro's way of life.	
	8. As an assignment, hand out the worksheet from the kit entitled "Where Did It Happen?" Allow several days on this assignment, if needed.	Mapwork: answers gathere from the story descripti ns and research.

Lesson 3- A/4

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Worksheet as provided in the kit entitled "Where Did It Happen?		

Name ______________________ Date ______________

Across Five Aprils

Chapters 3 & 4

1. What is the first real victory for the North?

2. What attitude is most common in the little towns of southern Illinois immediately following the news of Fort Sumter?

3. What is Bill's decision regarding his stand in the Civil War? How do the other members of the Creighton family feel about this decision?

4. What does the following passage reveal about life in southern Illinois in the 1860's?

> It (the weather) was bitter, but not beyond the ordinary; suffering at the mercy of the elements was accepted by Jethro as being quite as natural as the hunger for green vegetables and fresh fruit that was with him during the winter. When one found comfort, he was grateful, but he was never such a fool as to expect a great deal of it. The hardships one endured had a purpose; his mother had been careful to make him aware of that.

5. Explain Shadrach's allusion, "Thou too, Brutus?" (What is an allusion?)

6. Do you think the Civil War could have been avoided? Explain.

Name Key

Date

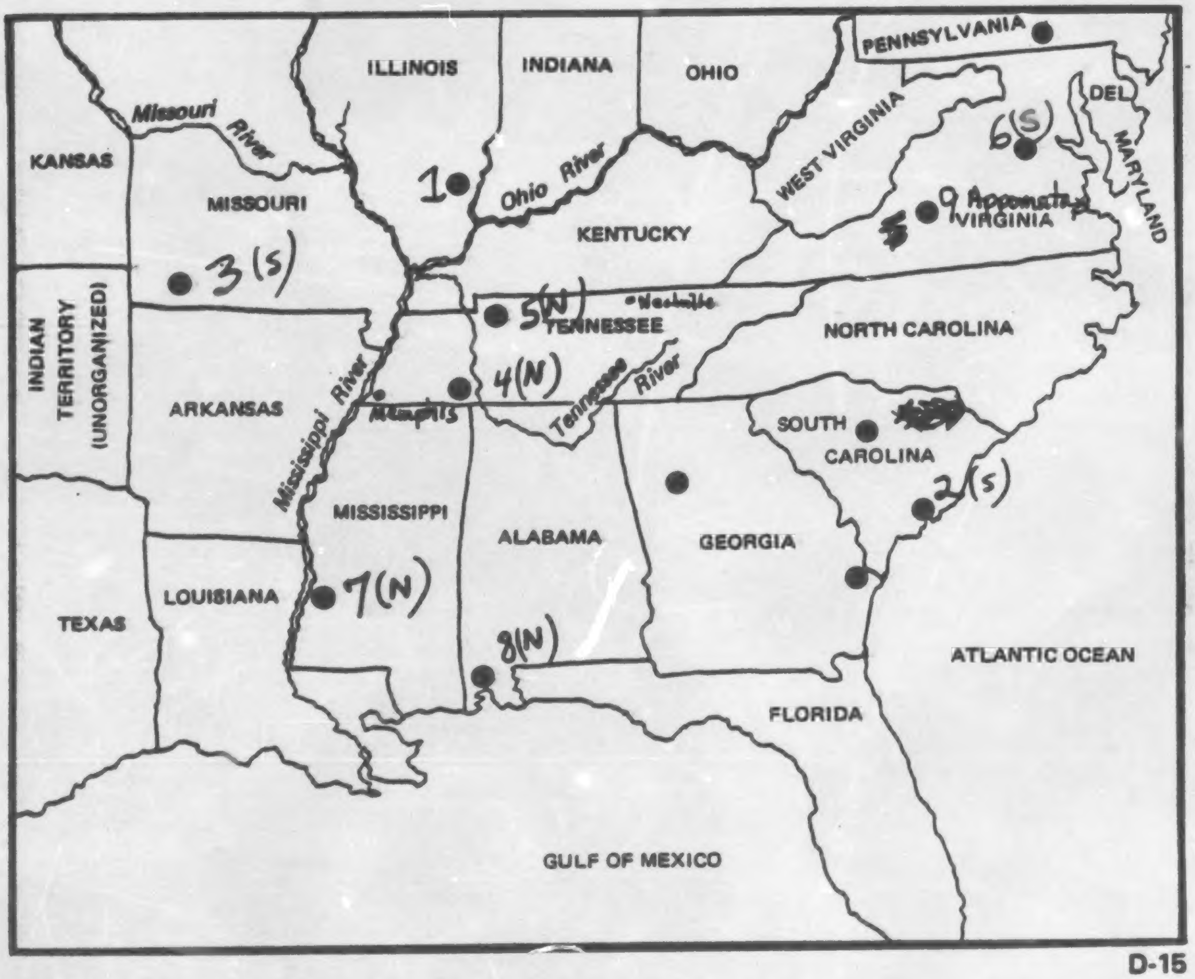
Where Did It Happen?

Historical fiction sometimes blends actual places and events with fictional as well as real characters. The Creighton family is fictional, but their experiences are those of families that actually lived at the time. The military events in the book actually took place.

A. On the map; write at the proper location, the number of each of the following:

1. Home of the Creightons
2. Attack on Fort Sumter
3. Battle of Wilson's Creek
4. Battle of Shiloh
5. Battle of Fort Donelson
6. Battle of Fredericksburg
7. Seige of Vicksburg
8. Battle of Mobile Bay
9. Where Lee surrendered to Grant

B. In the parentheses following the name of each battle, write "N" if the North won, "S" for the South.


PENNSYLVANIA
ILLINOIS
INDIANA
OHIO
DEL
Missouri River
KANSAS
MISSOURI
1
Ohio River
WEST VIRGINIA
6(S)
MARYLAND
9 Appomattox
VIRGINIA
KENTUCKY
3 (s)
INDIAN TERRITORY (UNORGANIZED)
5(N)
Nashville
TENNESSEE
NORTH CAROLINA
4(N)
Tennessee River
Mississippi River
ARKANSAS
Memphis
SOUTH CAROLINA
2(s)
MISSISSIPPI
ALABAMA
GEORGIA
LOUISIANA
7(N)
TEXAS
8(N)
ATLANTIC OCEAN
FLORIDA
GULF OF MEXICO

D-15

Lesson 4 - A/4

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
1. Children can identify the impact father Matt has on Jethro through Matt's work, Matt's authority, and Matt's weaknesses.	1. Tell the children that the next two chapters are going to be turning points in Jethro's life because something more direct than the War will affect his life.	
2. Children can decide how effective the relationships of Ellen, Jenny and Nancy are in the maturing of Jethro in this story.	2. We will focus on Matt, and three of the women in the story this time and how they influence the growing up of Jethro. 3. We also will be responding to the questions in such a way that we will more certainly be answering in COMPLETE SENTENCES.	
3. The children will be able to respond to questions in a reflective, mirrored answer so as to practice giving responses in complete thought or complete sentences.	4. The use of "mirrored" answers is one way to practice answering in this way. Example: Who was the first President of the United States? Answer: George Washington was the first president of the United States. 5. Notice the underlined words. Some of the words of the question have been purposely repeated to (1) assure you of directly answering the question and (2) to help you answer in complete sentences. 6. Take the question sheet and go over number one. How would they respond in a mirrored response? "The thing that happens to Matt is...." or "What happens to Matt is..." or "...is what happens to Matt. "It affects Jethro in this way..." or "How it effects Jethro is..." or "Jethro is affected by..... in this way!"	

Lesson 4 - 1/4

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
	Blackboard and chalk	

OBJECTIVE	LESSON, PROCEDURE, ACTIVITIES	EVALUATION
	7. You may need to elicit orally other possible responses on other questions on the sheet given (Across Five Aprils) for chapters 5 and 6 so as to help them understand what they are to do.	
	8. Class worktime provided so teacher can answer any questions as to HOW questions are to be answered.	
	9. When all have had adequate time to complete written responses, discuss listening to each others' ways of answering. Keep asking "Was that answer in a complete sentence?" Let children tell you -- so they are also LISTENING to the COMPLETE THOUGHTS given orally.	Class evaluates orally what they hear of the written responses - complete thought OR not complete.

Lesson 4 - 4/4

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Work sheet dealing with chapters 5 and 6.		

Name ______________________________ Date ______________

Across Five Aprils

Chapters 5 & 6

1. What happens to Matt? How does this affect Jethro?

2. Why isn't Matt able to work the farm after his older sons leave for war? How does this affect Jethro?

3. Explain these words. "This war is a beast with long claws...." from page 104. What writing technique is used here?

4. Before he goes to war Shadrach wants to marry Jenny, but Matt thinks Jenny is too young. Do you agree with Matt or disagree? Why? Explain.

5. How do Jethro's relationships with the women in Across Five Aprils change through the course of the novel? Take each of these women separately to answer. A) Ellen B) Jenny C) Nancy

OBJECTIVE	LESSON, PROCEDURE, ACTIVITIES	EVALUATION
1. Children will identify how the author uses the technique of irony .... to explain the feeling held by many about the Civil War.	1. Begin by asking, "How do you know as you grow up what is right to do and wrong to do? Do you sometimes question what others are doing? Who else besides your family have influenced your growing up process? Have you ever had to decide something for yourself when two or three people you look up to have made different decisions or given you different advice? When?"	
2. Child will identify, then evaluate the behavior of others' which Jethro must confront in chapters 7 & 8. The child will tell how they influence Jethro.	2. Jethro has many models of grown-ups to evaluate. 1) is Matt, as we looked at in chapters 5 & 6, 2) Shad his teacher and others. In chapters 7 & 8 there are others he will observe and think about. He will make personal decisions about them, all influencing his feelings of right and wrong as he is growing up.	
3. The child will evaluate the author's way of writing, namely how the author makes it believable that Jethro is maturing in the story. The child will cite examples in chapters 7 & 8.	3. Consider the questions for chapters 7 & 8. Orally read them so they know what they are reading for. 4. You will be discussing these in groups with your friends and tape recording your discussion instead of writing out the answers. Teacher will then evaluate the taped discussion.	

Lesson 5 - 4/4

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Questions pertaining to chapters 7 & 8.	Tape recorder or cassette recorder and blank cassette.	

Across Five Aprils

Chapters 7 & 8

Questions to be answered in Group discussion with answers being recorded on cassette.

1. A neighbor's son brings Matt and his family the news of their son, Tom. What is the news? How does each family member "take it"? How does Jethro feel about this news? What do you think this does to Jethro's thoughs of war?

2. Why do Guy Wortman and the night prowlers persecute the Creighton family? (What does persecute mean?) How are they finally stopped? How do you think Jethro evaluates Wortman's character? What things might Jethro learn from these incidents?

3. Shadrach Yale, in a letter, makes some keen observations about General McClellan:

   > "But he is afraid of something——of sending the men who love him to their death——of making an error that will reflect upon the image of himself which he knows to exist in the minds of his men. He does not have the cold approach to killing, the singleness, of purpose, the brutal tenacity, that the winter of this war——if there ever is one——must have."

   Who is McClellan? What is tenacity? Put McClellan's apparent weakness into your own words. Does history prove Shadrach right or wrong? (See an encyclopedia article or book about McClellan.) What do these observations tell us about Shadrach? HOW DO THESE FEELINGS EXPRESSED BY SHADRACH AFFECT JETHRO?

4. Reread the open letter Ross Milton wrote and printed in his paper. The literary device of IRONY is being used here. Define it. Then tell how this is irony. Is it MORE or LESS effective than an editorial simply condemning the night prowlers? Explain.

5. Cite evidence of Jethro's growing maturity through the course of the novel. How does the author make this growth believeable?

How to go about this assignment:

1. Read chapters 7 & 8 thoroughly.
2. Look up any words you don't understand.
3. Jot down any notes on this question sheet that will help you discuss the questions orally with your classmates.
4. Discuss questions with your classmates, recording this discussion on a cassette.
5. Hand in the cassette for a grade.

Lesson 6 - 4/4

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
1. Child will answer literal, interpretive, and critical questions with an 80% or better accuracy and in a reflective, mirrored written response.	1. IT IS IMPORTANT that you discuss with the class the high points of your evaluation of their cassette discussions. Do so at the beginning of this lesson. Go over any "unanswered questions" or points you feel they did not cover well enough. 2. Review what "mirrored" type answers to questions do. 3. Begin reading aloud chapter 9 to "get them into" the story.	
2. Child will begin to review the characters in this story accepting or rejecting a given description of each one, and explaining their response to each.	4. Ask them to continue reading the rest of the chapter, then answer the questions for chapter 9 in a mirrored way, and finally, do the worksheet which helps them begin to look at the various characters in this book.	
	5. If necessary, go over the worksheet directions, and emphasize the complete sentence responses they must give.	Worksheet will be collected at a later time for evaluation by teacher.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Ditto sheet of questions for chapter 2 Worksheet "It's In the Numbers"		You may wish to let each group hear each others' cassette recordings and comment on them. This depends on the groups, the quality of the discussions and the value an exchange like this would have.

Name ______________________________

Date ____________________

GROWING WITH AMERICA
Across Five Aprils
Activity No. 1

It's in the Numbers...

Numerologists use numbers to foresee the future and read a person's character. One method used to determine character traits is as follows:

Each letter of the alphabet has a value from 1 to 9, as shown

1	2	3	4	5	6	7	8	9
A	B	C	D	E	F	G	H	I
J	K	L	M	N	O	P	Q	R
S	T	U	V	W	X	Y	Z	

Total the values of the letters in a person's name

ELLEN CREIGHTON
5 + 3 + 3 + 5 + 5 + 3 + 9 + 5 + 9 + 7 + 8 + 2 + 6 + 5 = 75

Add the digits that make up the total, continuing until you reach a single digit

7 + 5 = 12 1 + 2 = 3
(Ellen Creighton's number is 3)

1. stubborn, uncooperative
2. sweet, pleasant, diplomatic
3. active, talented, does not take life seriously
4. dull, plodder, hard worker
5. restless, reckless
6. conventional, kindly, tries to get along with others
7. serious, intelligent, studious
8. strong, tough, practical
9. brilliant, visionary, idealistic

I. Using this system, determine character traits for the following people from *Across Five Aprils* and then fill in the third and fourth columns.

	Name	Number	Agree/Disagree	Why?
(a)	Ellen Creighton	3		
(b)	Jethro Creighton			
(c)	Matthew Creighton			
(d)	Shadrach Yale			
(e)	Abraham Lincoln			

II. (*Optional*) Determine numerological "fortunes" for your friends, using the same method.

Number chart from *The Magic Art of Foreseeing the Future*, by Daniel Cohen (Dodd, Mead 1973).

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
1. Child will read with proper oral expression to bring about the intended meaning of the author's words.	1. Chapter 9 has some frustrating moments for Jethro, doesn't it? Let's read one of those moments starting with page 133. "There was an...." up to possibly page 145 - mid page. This gives us the incident with Eb which bothered Jethro's conscierous so. 2. Assign certain readers to be Jethro, Eb, Jenny, and various narrators as the pages go. Emphasize expression to bring out the author's words.	Teacher will evaluate their oral reading abilities.
2. Child can define in general terms the meanings of given vocabulary words using context clue with 80% or better accuracy.	3. After this oral reading exercise, tell them they have heard some new words in context and should now be able to define a list of these words from chapter 9. (Review the steps used to unlock words using context clue. See Unit 4 - A/2 step method if necessary.) 4. Give a ditto with words and page number. Allow a designated number of minutes for this to be done in class. (This ditto to be done in class.) ONLY!	Collect ditto: Teacher will evaluate their ongoing development of use of CONTEXT CLUES.

Lesson 7 - A/4

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Ditto with given vocabulary words for chapter 9.		

Name ______________________________ Date ________________

Across Five Aprils

Chapter 9

1. What does Jethro do for his cousin Eb Garron? ______________________

____

____

2. Why does Eb's desertion present Jethro with such a difficult problem?

____

____

____

Do you think Jethro is right in his course of action? Why? ____________

____

____

3. If Abraham Lincoln's letter had not provided a solution to the problem of Eb's desertion, what would have been Jethro's proper course of action?

____

____

____

4. Reread Lincoln's letter to Jethro. This letter is fiction; however, is it the kind of letter he might have written? (Is it consistent with what you know about Lincoln's character?) _

____

____

____

Name ______________________________ Date ______________

VOCABULARY FOR CHAPTER 9

Context Clue

Using your ability to unlock new words with context clues, give the best definition of the following words that you can. Page numbers are given to help you. No dictionaries PLEASE.

1. typhus (129) ______________________________

2. dysentery (129) ______________________________

3. defiantly (135) ______________________________

4. reffians (139) ______________________________

5. vex (141) ______________________________

6. sassafras (143) ______________________________

7. filched (143) ______________________________

8. reiterated (145) ______________________________

9. desperados (129) ______________________________

10. credence (135) ______________________________

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
1. Child will read chapters 10 and 11 and decide which real person in the war (not a character in the fiction part) was most outstanding in his/her efforts to win the war and be able to explain their answer. 2. The child will tell which REAL person in the Civil War seemed to have the most influence on Jethro. Why? HOW DO YOU KNOW?	1. Chapters 10 and 11 contain a lot of history and events move along very fast. 2. Keep in mind the UNIT OBJECTIVE and tell the children they are to think of the REAL people in this book, particularly the ones mentioned in these two chapters. Be able to choose the one you think influenced the winning of the War the most and why you think so. Write your answer in a paragraph stating your topic sentence, and then your reasons for thinking this way in detailed sentences. Emphasize COMPLETE sentences! 3. Be prepared in the next lesson to discuss and read aloud your decisions. (This may take on the form of a debate if necessary.) 4. Today you will have the choice of reading the chapters aloud in small groups or partners or alone. Some of you may need to use an encyclopedia or books on the war with maps to follow the movement of the battles and people mentioned. 5. Allow enough time for this reading in groups and provide space for small groups talking low.	After all have read chapter 10 & 11, discuss and/or debate the first objective. Evaluate as class. Continue evaluation with discussion of second objective: Who seemed to have the most influence on Jethro?

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
		Have available encyclopedias, various books on the Civil War, maps of the war and filmstrips of war. ANOTHER WAY to study Chpts. 10 and 11: Children will construct five questions requiring more than a yes or no answer. The questions must not be "literal". They may begin with "How do you know...." or "Why do you think" or "What is your opinion of ....." Later they will hand in questions. Teacher redistributes questions by numbering the questions and children choose a number, get that set of question's, answer them, and finally sit down with the pupil who wrote the questions to discuss answers. Questioner

Lesson 9 - 1/4

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
1. Child will be able to identify characters in story based on a brief given description as a review.	1. We are nearing the end of the book. Keep in mind our UNIT OBJECTIVE and today we'll use a brief crossword puzzle to review the characters in the book.	
2. Child will answer with 80% or better in complete sentences the questions concerning chapter 12 - the last chapter.	2. Chapter 12, the last chapter will be assigned and ditto questions given to be answered in COMPLETE SENTENCES.	
	3. Hand in for teacher evaluation when completed.	Teacher will collect and evaluate ditto questions.

Lesson 9 - A/4

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Ditto for chapter 12		

Name ______________________________ Date ______________

Across Five Aprils

Chapter 12

1. What does the future have in store for Jethro after John and Eb return to the Creighton farm?

____

____

____

2. Why is Jethro so deeply grieved by Lincoln's death? ______________

____

____

3. The author writes that for many years after Lincoln was shot people asked "Where were you when you heard? What were you doing? Who brought you the word?" Why do you think people asked these questions?

____

____

Can you think of a recent event that caused a similar reaction? ______

____

____

4. Describe this sentence in your own words: Five Aprils have come and gone, and Jethro Creighton has become a man while still a boy.

____

____

____

____

____

____

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
1. Child can evaluate influential characters on Jethro's life in a group discussion situation. 2. Child can evaluate, according to their own standards, the production of the story in a commercially produced form, while reviewing the story for the final test. 3. Child can summarize the entire life of Jethro over these "Five Aprils" in a descriptive paragraph. 4. Child can visualize the important scenes of the story on paper with captions.	1. Distribute the graded papers from chapter 12 questions and discuss their responses. 2. Ask for any questions they may have to ask before final study of book in this lesson. 3. As a review any of the following activities may be used in preparation for the test which is in three parts: a. Let them listen to the kit's accompanying cassette of the entire story. They may wish to critize it according to things left out, the choice of the company's way of selecting the MAIN PARTS of the story or the presentation itself. b. Worksheet "A Shooting Script" may be used for summarizing the story (to be written on the back) and visualizing the high points of the story. c. Group discussion of who influenced the character Jethro the MOST and HOW they influenced him might be beneficial. Small groups might be formed, lists made, and charts displayed. d. Explain to them what the final test will be like in three parts. 1) One part will be unrelated to the story they have read but will test their idea of cause and effect. 2) Another part will consist of a group display in which they show the understanding of the UNIT OBJECTIVE - group earned grade. 3) The last part will be an individually done essay test of cause and effect relationships in the text and some context clue questions.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
Cassette regarding *Across Five Aprils* in the kit. Worksheet "A Shooting Script" from kit.		

OBJECTIVE	LESSON, PROCEDURE, ACTIVITIES	EVALUATION
1. Child will be evaluated on his/her overall understanding of cause and effect using this book. (See specific objectives for test on test which follows.)	1. Child will take unrelated part of the test first. This tests their understanding of cause and effect in a sentence per sentence situation. 2. Children will construct the display next which may take a week or so of discussions, organizing, and construction. 3. The last part is an individually given test which may take them two reading periods to complete.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL
	Test ditto with related tests to the text as follows. Dictionary, texts, ditto test Materials for making of displays.	

Name ______________________________ Date __________

Test - *Across Five Aprils*

Part I

As a group or in small groups, the students will construct a display, bulletin board size, showing their knowledge of the book and their opinions of the influences on the development of the character of Jethro Creighton throughout Across Five Aprils.

Materials: 4 x 6 cards, construction paper, scissors, glue, magic markers, pins, etc.

Steps Suggested:

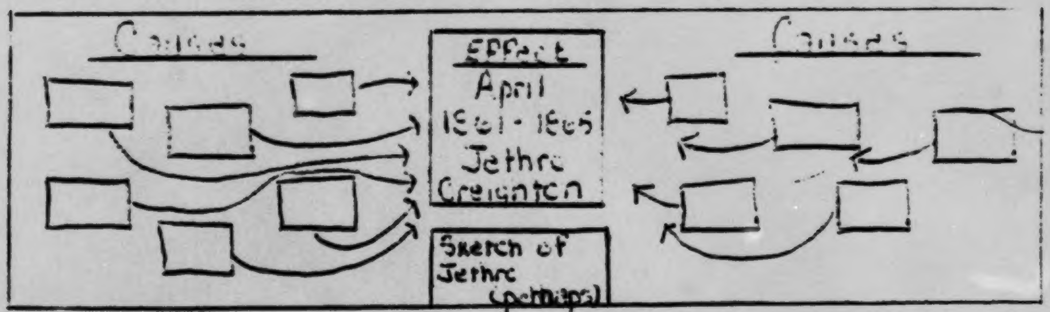
1. Group "brainstorms" to gather as many (causes) influences upon the development of Jethro Creighton (effect) as possible.

2. Group refines their list, selecting those influences (causes) which were most important. (Students should ask themselves such questions as "Does Jethro spend time in his life thinking a lot about this suggested influence (cause)?" "Does this suggested influence change his life?" "Does it change his thinking?" "Does it ~~further~~ or ~~hinder~~ his development toward maturity?"
advance hinder

3. If the suggested "influence" doesn't seem to affect the character of Jethro, then it should be eliminated from the list.

4. Make a 4 x 6 card for each influence (cause) on the final list, explaining why your group thought it was significant, sighting page numbers of the examples or reasons if possible.

5. Example of what display might look like:



6. Students will be graded on this part of the test in groups: All students in a given group will pool their resources and earn a grade, each person in that group given that grade in the gradebook.

Name ______________________________________ Date ________________

Test - Across Five Aprils

Part II

This part will test the same objective, however, on an individual basis. The students may use their text and dictionaries.

Directions:

Answer these questions as completely as you can. Answer them in complete sentences. (Points will be taken for incomplete sentences and answers.) Write your answers on the attached sheets of paper.

1. Jethro explained the Copernican Theory to his mother on page 13 of the text.
   (A) How did he explain it to his mother (scientifically or figuratively)?
   (B) How do you feel Jethro's mother reacts to her son's conversation on this topic?
   (C) How does it change her relationship with her son? (Does it change her opinion of her son?)

2. (A) Do you think Jethro Creighton respects (looks up to) his father? Why or why not? Give examples showing respect or disrespect.
   (B) Do you think Jethro respects Shadrach Yale? Why or why not? Give one example showing his respect or disrespect.
   (C) Jethro is influenced by both men but after which one do you think he will try to pattern his life? Explain your choices.

3. (A) How does Jethro feel about "hard work and suffering"?
   (B) Who influenced him in his thinking on this?
   (C) ~~How does [illegible] (Page [illegible] [illegible] you.)~~

4. (A) What influence does Nancy have on Jethro in Chapter 6 which draws him closer to her?
   (B) What changes did this episode with Nancy cause in Jethro?

5. (A) Why do you think it is so easy for Jethro to identify and look up to Abraham Lincoln (before he writes to Lincoln)?
   (B) What is his feeling about Lincoln after he receives the letter?
   (C) Does Jethro think the solution to Eb's problem is a fair one? How do you know? (Chapter 9)

6. What things happened (cause) that may have caused the formerly unpopular Abraham Lincoln to finally be re-elected as President in 1864? (page 170)

Test - Across Five Aprils
Part II

6. con't (Continued)

Make a sketch of a Democrat's poster for the Presidential election of 1864. What will it say? Who will be on it?

7. Jethro was... "so much like Bill"; (pp. 178-179,) "and Bill, the gentlest of all their sons had walked out of their lives with a finality that cut like a knife." Do you agree or disagree to the statement that "Jethro was like Bill"? Why? Explain your feelings.

8. There were many opinions about "Sherman's March to the Sea" being right or wrong. What do you think Jethro's feelings were about it after he was exposed to these opinions? Why do you think he would think like that?

9. If Bill had to be judged about his actions in the Civil War in a Northern court of law and Jethro was on the jury, what stand would Jethro take as a juror regarding his brother's actions? Would he vote him guilty as a traitor or not guilty? Why or why not?

10. In a descriptive paragraph, based on what you have learned about Jethro in this book, tell us what sort of a man you predict Jethro will turn out to be. Explain why you think so by sighting examples of his behavior in the book. (At least five sentences)

Topic Sentence ____________________

____

Details: ____________________

____

____

Context Clue

(No dictionary here) Write as complete a definition of the underlined word as you can based on context clue.

1. (No dictionary) p. 145 Eb's often reiterated, "I'll be going soon, Jeth. I won't be a burden to you much longer.""

Reiterated means ____________________

____

2. (No dictionary) p. 168 (at top) There was one difference though Grant would not give up... and the stubborn tenacity with which he held on....was something the soldiers...had never seen in their idolized General McClellan.

Tenacity means ____________________

3. An abolitionist was a person who (you may use your books on #3 only)

____

____

CAPABLE READER PROGRAM

UNIT A5

LESSON PLAN GUIDE

BELOIT
PUBLIC
SCHOOLS

PILOT YEAR
1979 - 1980
FINAL EDITION
1980 - 1981

EC/142196

CAPABLE READER PROGRAM
UNIT A5

OBJECTIVE

Given a selection, the student will be able to identify similarities and differences to make a comparison and contrast relationship.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
I. The student will manipulate or visualize tangible objects in order to find a comparison and contrast of the objects.	I. Tangible Objects A. Teacher introduces the overall step by step study they will take. 1. Tangible Objects 2. Words 3. Animals, People, Things 4. Literal and Implied Phrases 5. Literal and Implied Sentences 6. Paragraphs 7. Selections, Stories B. Explain meanings of compare and contrast. 1. Compare (likenesses) 2. Contrast (differences) 3. Sometimes people use "compare" to mean both. C. Object today is to build an "Awareness" of these meanings by doing. 1. We remember better when we do. 2. Set up notebook paper recording sheet. a. Touch b. Sight c. Smell 3. You will reach into 3 paper bags and describe what you feel - how alike and how each one is different. 4. You will smell separately each cotton ball upon which is a scent - how alike and how different are they. 5. You will observe with your eyes 3 pieces of art - how alike and how different are they. 6. After each student has had time to "observe", discuss how they used their vocabulary or similies to describe what they saw.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	paper, pencil record sheet: TOUCH COMPARE CONTRAST #1. #2. #3.	
	3 paper bags #1 dry egg noodles, #2 cotton balls, #3 solid ceramic owl	
	3 paper plates 3 cotton balls 3 scents: #1 almond extract, #2 garlic powder, #3 perfume	
additional materials in: Teacher Resource Book, page 264	3 art pieces: #1 "Little Irene" Renoir (simulated oil reporduction) #2 "The Thinker" Robin miniature sculpture #3 "Three Musicians" Picasso paper reproduction	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
II. The student will compare and contrast words, animals, people, and things	II. Words, Animals, People, Things A. We can now look at words with similar meaning, called _______________. B. Teacher write on board the following list of words asking for student to volunteer synonyms. conclude (pg. 324) divide (pg. 325) brave (pg. 324) fragile (pg. 327) alarm (pg. 323) tolerant (pg. 330) rational (pg. 331) seize (pg. 332) timid (pg. 334) superior (pg. 333) C. Discuss words with opposite meanings. D. Use above words to find antonym of each. E. Play "Match-It" game. 1. Rules: a. 2 teams - even number b. One person from each team comes forward to be "key writer". c. Teacher gives a word (see resource book pages 322-338) and then says either synonym or antonym! (aggressive - synonym) d. Children all write down what they think ("pushy" or "bossy" they may write). e. Main idea is to match the answer of the "key writer" of their team. Most matches, most points. f. Example: "eat - synonym"; children may write answers like "devour" or "dine". The team members who match with "key writer" gets that many points. F. Discuss and assign: worksheets 1-2 from Teacher Resource Book. G. Working with an imcomplete poem, students will help the teacher fill in synonyms and antonyms to create poem.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
words taken from Teacher Resource Book, pages 323-334		
Taskmaster 7^2 - #11 - "Finding the Part That is Alike"		
Worksheets 1-2 Teacher Resource Book, pages 267-269		

OBJECTIVE | LESSON, PROCEDURES, ACTIVITIES | EVALUATION

1. Explain how writers must know good synonyms and antonyms to create interesting reading where one word won't fit, another one might, a writer thinks.
2. Today, we will need help from you to create the rest of two poems.
3. Teacher displays tablets with incomplete poem. Children begin giving word choices to fill in poem.

H. Discuss and assign page 183 of Be A Better Reader D.

I. Collect and correct.

J. Discuss and assign Taskmasters 7 & 11.

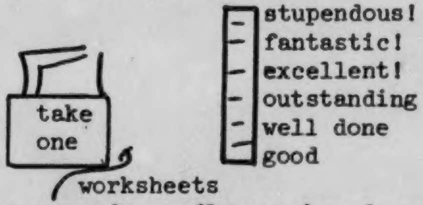
K. Sometimes the same word can be used in many different ways depending upon the situation in which it is used. Assign page 140 after discussing a few.

L. A word may have synonyms of varying degrees.

1. When an author writes, he/she has various synonyms from which to choose. Depending on the context he wants to create, he will choose one over the others.
   - (a) i.e. He wouldn't want to use "good" when the word "outstanding" was better.
   - (b) i.e. He wouldn't want to use "warm" when he wanted the feelings expressed in "torrid".
2. Work together on degrees of words.
   - (a) boardwork
   - (b) worksheet 296

M. How are words related?

1. Distribute worksheet on association found in the back of this unit on page 65.
2. Discuss directions and either complete as a class orally, or assign for written completion.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Large tablet for display with poem (Taken from Be A Better Reader D), page 182.		
Blackboard list of synonyms to fill into poem taken from page 182 of Be A Better Reader D.		
Be A Better Reader D, page 183		
Taskmasters 6^2, pages 7 & 11		
	Be A Better Reader I, page 140	
worksheet 296 must be teacher-typed from Linescapes Resource Book, page 296.	Boardwork - Put these in "degree" order from lesser to greater. 1. warm - torrid - hot 2. pretty - beautiful - attractive 3. noisy - loud - ear shattering 4. cool - frigid - cold - chilly 5. pleased - happy - joyful - ecstatic	
	Thesaurus	bulletin board idea:
	Association worksheet - taken from March 1979 - Instructor, page 67 word tags, pins	large thermometer "Degrees of Synonyms"  stupendous! fantastic! excellent! outstanding well done good take one worksheets answers under a flap on board

OBJECTIVE | **LESSON, PROCEDURES, ACTIVITIES** | **EVALUATION**

N. Word Game - reviewing.

1. Child is "pinned" on his back with a word.
2. Using only his fellow students for information:
   (a) He may ask only "yes" or "no" questions.
   (b) He may only be given one clue by the teacher orally if he asks.

O. Review Terms: synonyms (degrees of, also), antonyms (degrees of, also), homonyms, "compare-contrast".

P. Degrees of synonyms can be an individual opinion, we have found.

Q. An author will hope to have selected their best words that will most clearly convey to you the feelings he wants to tell you.

R. Assign - Review workbook page on "characters", workbook 88 (skillbook) ("What words tell you how the person feels?)

S. Story essay in pictoral form - Match which paragraph would go with which photo. "Thailand" pictoral essay.

T. Now that we have knowledge of the setting, we're going to read story about a girl about your age who has to make a living for her family in this poor, unsanitary country. As in Astronauts and the Wolves story, look for: 1) character change and why, 2) What words has the author selected to convey to you this story?

U. Ditto master #22 (Antonyms) may be assigned.

"The student will compare and contrast words - including antonyms and synonyms.

A. Orally review meaning of synonym and antonym with words on board:

abbreviate
lenient
genuine

authentic
lengthen
harsh

stern
artificial
shorten

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions Skillbook, page 88		
Dimensions, pages 224-229 teacher manual, pages 114-116.		
Dimensions, pages 230-243, "Flower of Courage," teacher manual, pages 114-116		
Dimensions, master #22		
Teacher-made worksheet of antonyms and synonyms - must be cut and placed into 3 envelopes. (words taken from Teacher Resource Book, pages 323-334.		
Taskmaster 7^1 - #24 Taskmaster $7\frac{1}{2}$ - #10 Taskmaster 6^2 - #22		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	Students orally match synonyms to correct antonym B. Break class into 6 teams, each with 3 envelopes of matching synonyms and antonyms: students must write which words are synonyms and antonyms for words in each envelope. (An example of the worksheet is found at the end of this unit on pag 66. C. Collect each group's answers.	
''The student will compare and contrast animals.	A. Review "Snobber" and "The Otter's Tale" stories. 1. How were those animals alike (both captured by humans). 2. Weighing the advantages, which one would you have for a pet if you were asked to make a choice? Why? B. Using research skills: 1. Choose 2 animals 2. Contrast and compare them on ten points (see list) - - → 3. You will make a large chart and give a talk concerning these differences. 4. May use FS/Film Loops, books, magazines, reference materials, study prints, newsprints. 5. Have 4 lessons to do it. Then I'll call on people for reports. C. Teacher demonstrates an example report.	Points of Comparison size } 1. shapes } appearance color } 2. weight (average one) 3. eating habits 4. playing habits 5. hands (claws) 6. mouth parts 7. hearing abilities 8. running abilities 9. settings for survival 10. sounds made 11. good pets? 12. niches in life 13. seeing abilities 14. distinguishing characteristics

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, "Snobber" and "Otter's Tale"		
Taskmaster 6^2 - #21		
	large chart paper	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
		15. kind of home 16. means of protection 17. hibernation 18. usefulness to man 19. its young
"The student will compare/contrast people.	A. The lesson will cover 2 stories about two famous people. 1. Galileo Galilei 2. Dr. Joseph Lister B. We will be comparing/contrasting these men as to their: (Basic Comparison Topics) 1. Early life influences. 2. Their successes in life. 3. Their personalities. 4. Their contributions to mankind. C. Introduce "New Worlds To See", teacher manual, Dimensions, P. 136. (Preparation) Purpose question on blackboard. Purpose - Setting question for reading: "How is Galileo's work a portrait of the man himself?" (preparation) teacher manual, Dimensions, P. 136. D. Assign story to be read keeping guide questions in mind. E. After work time, discuss guide questions and any questions from the Development section. (Teacher manual, Dimensions, p. 136-137, "Judgement and Conclusion") F. Teacher Manual Dimensions Biography discussion, pages 137-138. (How a biographer gets information.) G. Discuss and assign workbook pages 106-107. H. Dimensions teacher manual, page 139. "Preparation" for Dr. Joseph Lister story.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, "New Worlds to See," teacher manual, page 136.		
Dimensions, teacher manual, pages 136-137		
Dimensions, teacher manual, pages 137-138.		
Dimensions, Skillbook, pages 106-107.		
Dimensions, teacher manual, pages 139-140.		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	1. Set up guide questions to read for specifics. 2. Review basic comparison topics used in previous lesson. 3. Be ready to compare/contrast Joseph Lister and Galileo's lives. I. As they read about Lister, answer specific questions on given mimeo. J. Allow at least 30 minutes work time. K. Discuss "Development" section in Dimensions teacher manual, p. 139-140. L. Collect mimeo questions. M. Additional work with scientists and inventions and writing techniques. Assign workbook pages 110-111. N. A final evaluation assignment could be used: Master #29.	
III. The student will compare and contrast literal and implied meanings of phrases used in figurative language.	III. Phrases in Figurative Language A. Literal (defined) "based on the actual words in their ordinary meaning". B. Figurative (defined) "a group of words that mean something other than what they ordinarily mean". C. There are many kinds of figurative phrses called, under a general category - "Figures of Speech". D. Figures of speech are usually picturesque, imaginative in form, used to heighten the author's description or explanation by comparing, or identifying a particular thing with another, more familiar thing.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, Master #28		
Dimensions, Skillbook, pages 110-111, "Anachronisms"		
Dimensions, Master #29		
Teacher Resource Book, page 276		
Taskmaster 7^2 - #12		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	E. Read samples orally, Teacher Resource Book, P. 276 ~~(B)~~. 1. Additional examples may be read from language book. F. Drillwork: Taskmaster mini-sheets. 1. 62 #19 in class discussion. 2. 72 #3 difficult without dictionary (collect after assigning). G. A literal interpretation of a figurative phrase can be a source of humor. 1. Examples on board: "It was raining cats and dogs". H. Discuss possible picture showing the literal meaning of the phrase. I. Student will show understanding of literal vs. figurative through a literal interpretation of a common figurative phrase.	
''The student will compare and contrast literal and implied meanings of phrases used in figurative language, including cliches and exaggerations.	A. Review difference between a literal interpretation of a phrase and a figurative interpretation. B. Sometimes figures of speech get overused or so common we call them "cliches". C. Drillwork to become familiar with common cliches. (mini-sheets) D. Assign drillwork (mini-sheets) for later class discussion as class needs show. E. Library book reading will be used for further discovery of "picturesque speech". Children will add to a class poster on which phrases will be written that fit into "picturesque speech category". Book title and page numbers and student's name will be given also.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 276 (B)		Page 276 (B) Our Language Today 6, pages 80-82
Taskmaster 6^2 - #19		
Taskmaster 7^2 - #3	dictionary	
refer to examples - Teacher Resource Book, page 277	crayons manila paper pencils	
refer to Teacher Resource Book, page 276		
Mini-sheet choices: Taskmaster 6^2 - #15 (easier) Taskmaster 7^1 - #21 (difficult Taskmaster 6^2 - #20 (moderately difficult) Taskmaster 6^2 - #18 Taskmaster 6^2 - #16 Taskmaster 6^1 - #5, #6 Taskmaster 6^2 - #79	library books poster paper hung in room	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	G. Additional activities could involve "exaggerations" as picturesque speech. (mini-sheets)	Possible evaluation: Child will write a story using 10 picturesque speech phrases, identified.
..The student will orally interpret the meanings of given similes and express their meanings in literal terms.	A. Review terms figurative and literal. B. Introduce "simile" term and idea. Define and give examples. C. Use any or all examples of drills in Teacher Resource Book exercises. (An overhead projector works well with these). D. When sufficient drill has been done, evaluate. E. Evaluation uses a worksheet (See the back of the unit on page 67.)	
..The student will orally in written form, complete similes, showing they can contrast and compare two unlike situations.	F. Choral reading done by the class. Discuss where similes are in the poem. Use a sign of "simile" to be held up when a simile is spoken or stand up or step forward when simile is said to verify group identification of this poetic technique.	The child will identify: 1. the simile phrase in a given sentence. 2. the two things being compared in the simile. (worksheet included)
..The student will interpret and express the meanings of similes as used in poetry.	A. Review "literal", "figurative", and "simile" terms. B. The children should be made aware of similes found in context of a poem. C. Sample poems may be used to identify similes phrases, tell what two things are being compared and how it enhances the poetry. D. A new term may be introduced at this point as a technique a poet uses to create "mood" - alliteration example: Peter Piper picked a peck of pickled peppers.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 276-281	Critical Reading Skills, Book C, (mimeos), page 10 overhead, overlays and/or mimeos made of various exercises	
Taskmaster 7^2 - #6 may be used	teacher-made worksheet included	
		Sounds of a Distant Drum, Holt, Rinehart, and Winston, Inc. has many usable pieces of writing for III. Skill area.
Teacher Resource Book, pages 276-281		
see Dimensions Skillbook, "Glossary of Terms," teacher manual, page 38	sample poems from various texts	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	E. Use "The Eagle", together, to identify similes and alliterations. F. As a class, discuss alliteration and similes with "Icaros" after reviewing the story. G. May compare contrast versions of story of "Icaros". H. The terms "free verse" and "tense", "ellipsis" may be discussed with "Icaros" poem. I. Choral reading could be done with this poem also. J. "The Base Stealer" 1. Identify 4 comparisons being made in simile form. 2. Identify 2 example lines which use alliteration.	
	K. Tell the consonant sound. Write a poem using at least 3 similes and identify at least 2 lines of alliteration that you used. Underline the similes, circle the alliterations. Example poem: My brother has legs like a scarecrow He towers about ten feet tall As quick as a wink, though He swishes the shots, so, Like the stars in the game, basketball.	Evaluation: Child can: 1. analyze a given poem: alliteration and simile. 2. create a poem using similes and alliteration.
"The student will compare and contrast literal and implied meanings of phrases used in figurative language - including similes, metaphors, and euphemisms. (prose)	A. Review "literal", "figurative", "cliche", "simile" terms. B. Story writers (prose writing) also makes use of similes to add clearness, feeling and interest to a piece of writing. C. Use a story as an exercise in locating similes in prose context. Keep in mind as you read, how	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, page 285, "The Eagle," teacher manual, page 127, "Form and Meaning"		Supplement poetry in Reflections On a Gift of Watermelon Pickles, by Dunnings, Lueders, and Smith (Scott-Foresman)
Dimensions, pages 114-115, "Icaras," teacher manual, pages 55-56		
Dimensions Skillbook, page 35		
Dimensions, "The Base Stealer," teacher manual, page 110, text, page 207		
Dimensions text, pages 79-91, teacher manual, pages 45-47, "The Endless Desert"	Dimensions text, pages 79-91 teacher manual, pages 45-47 "The Endless Desert" teacher-made answer sheet on page 68 overhead projector grease pencil	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	these kinds of descriptions enhance the story. (introduce story)	
	D. As you read "The Endless Desert", locate eight examples of similes and note the page number and the two things being compared. (answers included on sheet or page 68)	
	E. After children have read and written down 8, discuss them thoroughly. Use overhead projector to keep note of acceptable ones.	
	F. After drillwork on similes in prose discuss how some of these similes as well as other picturesque phrases become "sensory images" to use so that we understand the story more clearly. Use teacher manual, page 46 drill on "sensory imagery".	
	G. Compare/contrast an encyclopedia account and a biography account concerning the author of "The Endless Desert".	
	H. Related to content topic, students may be asked to discuss and drill "making generalizations" after reading various paragraphs about deserts.	
"The student will compare and contrast literal and implied meanings of phrases used in figurative language, including similes, metaphors, and euphemisms.	A. Review "literal, "figurative", "cliche'", "simile" terms.	
	B. Define metaphor. It is more difficult to locate because there are no key words to look for.	
	C. Write on board - (Change)→ "The waves plunged after each other like galloping horses." to "The waves were galloping horses, chasing each other furiously up the beach."	
	D. Read the 7 examples orally, discussing meaning.	
	E. Read the 6 examples orally, discussing meaning.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, teacher manual, page 46		
Dimensions Skillbook, page 27, teacher manual, page 46		
Teacher Resource Book, page 281 (D)		
	chalkboard	
Teacher Resource Book, pages 281-282 (a-g)		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	F. Evaluation of metaphor in an isolated sentence: Taskmasters 6^2 - #17-20 and 7^2 - #3 & 4 G. Furthur explanation and/or drill may be used in language textbooks.	Evaluation: The child will identify what a metaphorical phrase means.
··The student will orally discuss the literal meaning of several metaphors.	A. Review metaphors, using examples - read orally and discuss what 2 things are being compared. B. Have students interpret meaning for 4 other metaphors.	
··The student will write differences in character's attitudes in a story. ··The student will make comparisons and contrasts in characters attitudes and discuss how feelings influence decisions.	C. Introduce the story, "South Town", pages 25-36: 1. characters 2. setting 3. vocabulary 4. merits 5. solemn 6. segregation 7. socialize 8. trod 9. constant state of feud maintained D. Assign: Thoughtvault, pages 24-30, Read "South Town". E. After silent reading of "South Town", read orally and discuss story using Linescapes Resource, page 37 as guide. (Do not discuss all questions in guide, as a worksheet will follow with the rest.) F. Discuss and assign the worksheet found on p.69.	
··The student will compare and contrast literal and implied meanings of phrases used in figurative language - including similes, metaphors, and euphemisms. (poetry)	A. Review "simile", metaphor's terms. B. Metaphors are used in poetry as similes are to create an understanding arousing our senses. C. Go back to familiar poems to find metaphors.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Taskmasters, 6^2 - #17 - 20 7^2 - #3 & 4		
		Our Language Today 6 pages 78-82, 91, 93, 209
Teacher Resource Book, (bottom) pages 283-285 (1-10)		
Teacher Resource Book, page 285 (1-4)		
Linescapes Resource Book, teacher manual, page 37		
"South Town," Linescapes, pages 25-36		
Thoughtvault, pages 29-30		
Linescapes, pages 25-36		
Linescapes Resource Book, teacher manual, page 37	Teacher-made worksheet - questions concerning "South Town" - taken from Linescapes Resource Book, page 37	
		Suggested poem from Reflections On A Gift Of Watermelon Pickles Scott Foresman

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OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	D. Discuss "The Highwayman" by Alfred Nyoes. Read aloud to them. 1. Listen for metaphors. 2. Who was the hero? Why? 3. Who was the villain? Why? 4. What is a "highwayman"? 5. Where are the similes? 6. Give examples of alliteration. E. Distribute Listen and Think booklets to students. Play tape for lesson 7, pages 28-29. Sensory images are most significant to a poet. Classify the senses - then identify the phrases singled out from the poem according to category.	
"The student will compare and contrast literal and implied meanings of phrases used in figurative language - including similes, metaphors, and euphemisms.	A. Sometimes metaphors are used on a larger basis. When the same metaphor (comparison) is referred to over and over again in paragraphs or in a whole piece of writing, it is called an "analogy" or the two things being compared have an "analogous" relationship. B. Example on the board prior to classtime. 1. On board: (These two paragraphs are analogous to each other. Match the parts.) (a) John had a bad test and all of his poor work during the nine weeks caused the failing mark on his report card. (b) The ship had been running into bad weather for weeks and now with this devastating storm the ship was sinking. C. Go back to "The Endless Desert" story to discuss what analogy was drawn there. Drill work in analogy interpretation.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	See the poem, "The Highwayman," in the back of the unit on pages 70-72	"Icaros", pages 114-115
EDL Listen and Think, Set G: Lesson 7 booklets, pages 28-29		
	chalkboard	
Dimensions, teacher manual, page 47, "The Endless Desert."		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"The student will compare and contrast literal and implied meanings of phrases used in figurative language including similes, metaphors, and euphemisms. (Science Fiction)	A. Review "simile", "metaphor" and "analogy" terms. B. Introduce a science fiction story by Ray Bradbury, "Dark They Were and Golden Eyed". C. Explain that a science fiction story deals with other worlds, other dimensions, time, or space. It is a special kind of fiction story which takes a science idea and "extends it into possibility" of the future. We will learn of science fiction as a story type later on. D. As a part of this lesson an unrelated skill of identifying foreshadowing is discussed. Do exercise together. E. Review simile and metaphor using exercise. Self-check with key. F. Introduce "Dark They Were and Golden Eyed" and that they will be reading to find: 1. Foreshadowing "clues". 2. Two examples of metaphor and what is compared in each. 3. What criteria does this story meet to be science fiction? 4. Find 2 examples of similes.	
"The student will compare and contrast literal and implied meanings of phrases used in figurative language - including similes, metaphors, and euphemisms. (Science Fiction)	A. Review "foreshadowing", "metaphor" terms. B. Follow-up with discussion of science fiction story, "Dark They Were and Golden Eyed". C. Be sure to collect metaphor/simile examples and foreshadowing examples papers. D. Use children's workbook as a discussion on this long, rather different story. Ask children to explain how metaphors and similes enhance this story.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, pages 276-281 lesson 15-5A		
Linescapes Resource Book teacher manual, pages 195-198		
Linescapes, pages 168-185 "Dark They Were and Golden Eyed"		
Thoughvault, pages 81-82		
Thoughtvault, pages 82-83		
Linescapes, "Dark They Were and Golden Eyed", pages 168-185		
Linescapes Resource Book, pages 195-198		
Thoughtvault, workbook, page 84		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	1. Helps you "feel" like Earth people on Mars might "feel". 2. Makes things more "mysterious" or "Fantasy-like" when metaphors and similes are used.	
	E. Discuss foreshadowing clues they gathered.	
	F. Children will then evaluate themselves for skills of "Foreshadowing and Climax" - (self-correcting) Distribute Level G, Listen and Think student booklets and complete Lesson 11 orally, with use of lesson's tape.	
	G. Teacher hands out dittos for evaluation, student must identify 9 similes and metaphors altogether. Also find 2 examples of picturesque writing that show stimulation of 4 of the five senses.	Complete with one line the similes and two lines for metaphors.
The student will identify euphemisms and orally express their meanings.	A. Review "literal", figurative", "simile", "metaphor" terms.	
	B. Similes and metaphors are based on similarity or comparison.	
	C. New idea today is based on contrast. It's called "euphemisms". Euphemisms are phrases used to express disagreeable or unpleasant facts indirectly.	
	D. Read euphemisms about death, pulled tooth, sweating and orally have students interpret and express meanings.	
	E. Read paired sentences - students tell which are euphemisms and why.	
	F. Teacher may find examples of euphemisms used in newspaper articles, magazines, or on the radio or television (taped) and discuss them with students.	In magazines, TV, radio, library books or textbooks find 3 examples of euphemisms and tell what they really mean.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
"Foreshadowing and Climax" Level G EDL Listen and Think, lesson 11 Make ditto of page 297 in Linescapes Resource Book		
Teacher Resource Book, (bottom) page 285		
Teacher Resource Book, page 286. (a-d)		
Teacher Resource Bock, pages 286-287, (1-25)		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student will distinguish between which of the 3 kinds of figurative language a sentence is using and tell what 2 objects are being compared.	A. Read orally and discuss which kind of figurative language is being used and what is being compared.	
IV. The student will compare and contrast literal or implied sentences regarding their relationships, as indicated by certain clue words.	IV. Sentences A. Review "compare" and "contrast" terms. B. Tell students we will be studying sentences and how the parts of a sentence and perhaps the rest of the sentences in that paragraph, are related. C. Clue words help to tell us our first kind of relationship of phrases in a sentence: "Clue words help suggest that related information is coming in rest of the sentence". D. Those clue words include list at top of teacher resource book, page 291. E. Read example about Tommy and discuss. F. Read 5 examples orally and students tell of clue words. G. Read 5 examples orally; students explain how 2nd thought adds to effect of the first and tell what clue word is. H. Find at least one example of this kind of sentence in a library book or reading text. Write it down and label "clue words" and show two parts in sentences that are compared.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 288 (1-10)		
Teacher Resource Book, (F, #3)		
Teacher Resource Book, page 291		
	chalkboard	
Teacher Resource Book, page 291 - #1		
Teacher Resource Book, page 291 - #2 (a-e)		
Teacher Resource Book, pages 291-292 - #3 (a-e)	library books, textbooks	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student will compare and contrast literal or implied sentences regarding their relationship as indicated by certain clue words, employing opposite or different thoughts to the reader.	A. Students will be shown another kind of sentence with clue words: In this type of sentence, clue words are used to show that opposite or different thoughts proceed the clue words in that sentence. B. List clue words on board: but; however; yet; although. C. Read examples; students choose clue word. D. Read 3 examples orally; students choose correct interpretation of sentences. E. Read 6 examples orally; discuss opposite thoughts. F. You may wish to assign at this time worksheet 5 and worksheet 12 from Taskmaster. G. Use texts, library books to find at least 1 example of this kind of sentence. Write it down, tell two contrasting phrases in sentence and the clue words used to employ this change.	
The student will compare and contrast literal or implied sentences regarding their relationship, as indicated by clue words. (implied opposite)	A. Move from clue words that suggest a stated opposition to one that is inferred. B. Write on board the 3 examples which show inferred opposition. C. Have students write the given opposition and the inferred opposition from examples given. D. Check orally. E. Distribute evaluation worksheet from the back of the unit or page 73 and orally discuss directions.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 292 , B		
Teacher Resource Boo, page 292	chalkboard	
Teacher Resource Book, page 292 #1 (a-e)		
Teacher Resource Book, pages 292-293, #2 (a-c)		
Teacher Resource Book, page 293, #1, (a-f) Taskmaster, 7^2 - 5 Taskmaster, 7^2 - 12	library books, textbooks	
Teacher Resource Book, page 294		
Teacher Resource Book, pages 294-295 (a-c)	chalkboard	
Teacher Resource Book, page 295, #2 (a-e)	mimeo, teacher-made - see worksheet insert	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
''Given a longer selection, the student will compare and contrast literal or implied sentences regarding their relationship, as indicated by clue words.	A. Orally review clue words and discuss their importance. B. Introduce the story, "The Wolf of Thunder Mountain", setting characters vocabular. Assignment: Read "Wolf of Thunder Mountain". (What relationship do Grandpa and the wolf have?) C. Read "Wolf of Thunder Mountain" orally, discussing story events, cause-effect relationships, and characters' relationships - any clue words used? What comparisons were made or suggested? D. Discuss and assign worksheet on page 74 at the back of the unit. E. Discuss answers and collect.	
''The student will compare and contrast literal and implied meanings of phrases used in figurative language-including similes, metaphors and euphemisms, analogy, personification and irony.	A. Review simile, euphemism and lastly, metaphor. B. Bridge idea of metaphor to analogy. Review "The Endless Desert" analogy of "Sea of Sand". Have the children tell the analogy in this form: The desert was to vastness of shifting sand, as a sea was to the expanse of the moving waves. OR "Leaving a group in trouble" is as a group abandoning a sinking ship. C. An analogy is a kind of figurative language based on comparison, however, it points out several similarities, not just one as a metaphor does. An analogy shows a similarity in relationship between things that may otherwise be entirely different. D. Examples can be found in Teacher Resource Book for class discussion. E. Put some sentences of analogy (as in #4) Teacher Resource Book, 296, on a transparency to be	

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MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
"The Wolf of Thunder Mountain" Linescapes Resource Book, page 79		
Linescapes, pages 40-57		
Linescapes Resource Book, page 79		
Teacher-made worksheet on story - see insert Teacher ditto taken from Resource Book for Linescapes, page 79 and #2 in Thoughtvault, page 35		
Teacher Resource Book, pages 295-297		
See Dimension Guidebook, teacher manual, page 47		
Teacher Resource Book, pages 296-297 #4, (a-d)		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	flashed on blackboard and children take turns choosing word choice or filling in a blank. Emphasize looking for what kind of relationship these two situations have so that the definition is developed. F. Additional example - to be read orally and analogy discussed. Mark Twain had an idea in his head all day. That night he tossed and turned, trying to come to a solution to the story. Suddenly, as the sun rose, he jumped out of bed, as a hunter ready for the game. He grabbed his gun and shot. It took him nearly an hour to complete the three paragraphs to his liking, but the fowl had come to the ground at least. He would look for it later. Now he was hungry for breakfast. 1. What was the analogy? an author (with his pen) to a story is as a hunter (with his gun) is to shooting game. G. Drillwork can be done through class discussion by hearing analogies and making a choice or seeing an analogy written on paper and writing a choice. Some of the following worksheets could be completed orally while some assigned for written completion: Taskmaster, worksheets 23, 1, 17, 18, 19, 20, 22.	
''The student will use dictionary skills and analogy recognition skills to complete an exercise which has a missing part to the analogy.	A. Discuss and assign worksheet Perceiving Relationships, as found on page 75 in the back of this unit. B. See supplemental ideas.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 297	overhead projector overlays of analogous sentences	
Taskmasters - 6^2 #23 7^2 #1 7^1 #17, 18, 19, 20, 22		
	Teacher-made worksheet "Perceiving Relationships" Supplemental: Into New Worlds teacher manual, pages 366-367 "Analogy in poetry", also teacher manual, page 253 analogy in a paragraph	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
''The student will compare and contrast literal or implied sentences regarding their relationship, using personification.	A. Review metaphor and tell them we have actually already hear personifications before. We never identified them as such. It might be called a special kind of metaphor which states that the object being described is a living thing.	
	B. Recall the story read: "Dark They Were and Golden Eyed". 1. Page 177, "The fear would not be stopped, it had his throat and heart". 2. Page 172, "This was the moment Mars had waited for. Now it would eat them."	
	C. Read orally and discuss sentences.	
	D. Ask students to write 3 examples of personification; share orally.	
	E. Personification in poetry can be discussed. Use workbook as a guide to discussion.	
	F. Assign workbook page 135. Recognize personification in prose (fable). Self check answers.	
	G. Developing Imagery worksheet could be assigned	Given possible choices, the student can identify (through matching) the proper personification to fit sentences, with missing personification with 80% accuracy.
	H. Mythology can be considered personification. The Greeks for example made people out of things in nature. So did the Scandinavians and the Indians. Many cultures do/did this.	
	I. Hear stories and/or read stories about some of these personifications through mythology.	
	J. Optional activity; Each student selects a god or goddess of any culture and tell on a 6 x 9 card how it was personified and who they were, then illustrate a scene from a story about this choice.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 297 - F		
Linescapes, pages 168-185		
Teacher Resource Book, page 297, #1, (a-f)		
Thoughtvault, pages 107-108 "The Wind" "November"		
Thoughtvault, page 135 workbook page only		
	See Developing Imagery worksheet insert in the back of the unit on page 76	
Dimensions, "Orion, the Great Warrior," pages 139-145, teacher manual, pages 75-77		"The Gods", part I, Spoken Arts (record)
Dimensions, "Echo and Narcissus," pages 146-149, teacher manual, pages 78-79		
"Theseous and the Minotaur" Linescapes	6 x 9 construction paper or tag	"Old Stories and New Ideas" Radio Program - Wisconsin School of the Air Weekly - (excellent)

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
"The student will identify examples of each of the 5 figures of speech in context of a given sentence.	A. As a review of similes, metaphor, euphemism, and personification, read the 11 sentences - students identify which figure of speech is used orally and ask for student responses. B. (Optional) Find an example of each in either the poem version or prose version of each figurative speech form. C. Use poem to locate figurative speech.	
"The student will compare and contrast literal and implied meanings of phrases used in figurative language including irony.	A. Irony is another figurative device used by authors. It is used in speaking and writing to deliberately express ideas so they can be understood in two ways. B. There are 3 kinds of irony: 1. verbal irony 2. dramatic irony 3. irony of viewpoint C. Verbal irony - meaning the opposite of what is being said. Examples in Linescapes Resource Book. D. Dramatic irony - occurs in a play or story when events work out contrary to expectations. See sample stories/poems. 1. "Casey at the Bat" poem. 2. Fables like "Tortoise and the Hare". E. Irony of viewpoint is when the audience or reader knows something that characters do not know. F. Discuss and assign worksheet on irony - You Don't Mean It!	The student can identify and create irony with given situation.

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
		Instructional Aid Kit: Life In Ancient Rome (Perhaps learn Greek Gods and their counterparts. Compare and contrast Greek way of life with Roman way of life.)
Teacher Resource Book, page 298, #3 (1-11)		
	Reading and Achieving, pages 11-14, "Moving" poem version prose version	
Thoughtvault, page 61 "Soul" free verse		
Thoughtvault, pages 107-108 poems		
Linescapes, pages 112-113 "A Kite is a Victim"		
Teacher Resource Book, pages 298-299 G		
Linescapes Resource Book, pages 208-209		
	"Casey at the Bat" (make ditto) (choral reading?)	
insert worksheet - You Don't Mean It! taken from Linescapes Resource Book, page 279 (See pages 76-77 in this unit)	"Tortoise and the Hare" Fable	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
••Given a longer selection, the student will find evidence of, and interpret the meaning of irony. ••Given a longer selection, the student will determine character traits and infer why characters behaved as they did.	A. Orally review irony - ask students for examples. B. Introduce the story, "Man on Top", as an example of dramatic irony. 1. Vocabulary - on board. compound - page 115 wretchedness - page 116 Sherpa - page 116 (Nepal tribesman) keen mangy precipe - page 118 plume - page 119 taunted - page 118 lanclets grapples 2. Setting - locate Himalayas on map. 3. Characters - Holy Man Barbank C. Assign: 1. Thoughtvault, pages 62-½ of page 63. 2. "The Man on Top" D. Read orally and discuss "Man on Top", using resource book as guide in discussion. E. Assign "Man on Top" worksheet of questions. (See page 75 in the book of this unit.) Discuss orally when completed and collect.	
V. The student will learn how a paragraph is constructed to show a comparison-contrast relationship.	V. Paragraph A. Review past "building blocks" we've covered to this point in the compare/contrast unit: tangible objects, words, phrases, sentences and now paragraphs. B. What is a comparison paragraph?	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Linescapes Resource Book, pages 90-91		
"Man on Top", pages 114-120 Linescapes	chalkboard wall map	
Thoughtvault, page 62 and top half of page 63		
Linescapes, pages 114-120		
See teacher-made insert worksheet for story - taken from Linescapes Resource Book, pages 90-91.		
Teacher Resource Book, page 301 (V.A.)		
Teacher Resource Book, pages 301-302 #1 (a-h)		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	1. Define 2. Examples of key sentences and clue words used. 3. Anticipate what the two parts of the paragraph might be. C. Orally children should "make-up" a paragraph with given key sentences. D. The worksheet, As Different as Day and Night may be assigned at this time. (See page 80 in this unit) E. Students can analyze through outline form, a given comparison paragraph. F. Discuss how they might go about making the comparison using complete sentences accurate punctuation and logical thoughts.	
	G. Children will now write a paragraph based on an analyzed (outline) exercise of a paragraph.	Students can organize a paragraph of the comparison kind from a given outline.
"The student will learn how a paragraph is constructed to show a comparison/contrast relationship.	A. Review what parts there are to the "comparison" paragraph. B. Ideas in a paragraph may have relationship of: 1. time order 2. simple listings 3. comparison/contrast C. Teacher reads orally the examples of each kind of relationship. D. For further explanation or oral drill work, use workbook page 140 (also explains transition from paragraph to paragraph).	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 303, #3		
Skillbook in Dimensions, teacher manual page 82, student workbook page 58 for further explanation		
See insert worksheet, As Different As Day and Night - Or Are They? taken from page 263 of Linescapes Resource Book.		
Teacher Resource Book, pages 304-305 5b		
Teacher Resource Book, pages 303-304 #4		
Teacher Resource Book, pages 305-306 B 1-3		
Dimensions Skillbook, page 140, teacher manual, page 173		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	E. Use Activity 4 for oral drill or evaluation. 1. Using clue words, and the parts of a "comparison" paragraph, child should be able to distinguish which of a number of given "opening sentences" would be from a time order and/or comparison paragraph, tell key words, and list kinds of details possibly found there. Note: These key sentences may occur in any part of the paragraph.	
VI. The student will compare and contrast larger selections as to the tone or mood of the selection, the characters, setting, facts, and details presented.	VI. Tone-Mood, Characters, Setting, Facts, Details. A. "When we classify things we organize things according to their similarities or we compare them. We, then accept or reject things according to the categories established." B. Use introductory drills in classifying, pages 187-188.	
''The student will use classification skills in accepting or rejecting a concept according to a given category.	C. Any of the following mini-worksheets may be used for simple classifying.	
''The student will identify established classifications through charts to show their understanding.	A. Orally review what students have learned about classifying clue words. B. Move to classifying thoughts (A-1). 1. Read paragraph on rocks. 2. Diagram on board the comparisons. 3. Read paragraph concerning Invertebrates and diagram with facts. C. For more oral drill in classifying, distribute student booklets and play tape for Listen and Think, lesson 5, "classifying".	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 306 #4 (a-j)		
Linescapes Resource Book, pages 187-188		
Taskmaster 6^2, (#5,6,7,8,24)		
Thoughtvault, page 36, bottom half		
Teacher Resource Book, page 308 (A-1)		
Teacher Resource Book, page 308		
Teacher Resource Book, page 309	chalkboard	
	chalkboard	
Listen and Think Level G lesson 5, "classifying" tape and booklets		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	D. Any of the following for oral or written work in classifying: 1. Be a Better Reader Book I (a) Pages 60-61 (classifying plants). (b) Pages 40-41 (classifying explorers). (c) Pages 130-131 (classifying "Man's progress Through the Ages".) 2. Optional - students may show their understanding by setting up display charts based on their reading of article. 3. Be a Better Reader D (a) Pages 36-39 ("Classifying of Vertebrates") (b) Pages 40-42 ("What is a Set?") E. The following may be used for evaluation of this skill: Worksheet - "Contrasts in Africa" --- Worksheet - "Happenings in a Land of Contrast"	
The student will define and identify the setting in a given story. 600	A. We will be concentrating this lesson on the contrasting of setting within a story and how it affects the other elements of a story. B. "What is setting?" (place, time, period in history, weather-sort of the "backdrop" to the story) C. Drill for identification of setting with any of the following activities. 1. Be a Better Reader - Level D, "Ten Speed Pig", pages 75-79. 2. Worksheet from Resource Book for Linescapes, page 295. 3. EDL Listen and Think - G, cassettes/booklets (#G-8). 4. Identify settings of some past-studied stories.	601

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Be A Better Reader Book I, pages 60-61 - "How Plants Are Classified" Be A Better Reader Book I, pages 40-41 - "Some Famous Explorers" (chart to be set up) Large paper from roll for "mini-mural" based on classifications in "Man's Progress Through the Ages" Be A Better Reader I, pages 130-131.	
Be A Better Reader D, pages 36-39 "Classifying of Vertebrates" "What is a Set?", pages 40-42 ditto of Teacher Resource Book, pages 311-313 ditto of Teacher Resource Book, pages 316,319		Optional: Classifying gods and goddesses in Mythology may do done at this time if one wishes to branch into mythology. A large mural of "Greater Gods", "Lesser Gods", "Heros" could be created by students.
"Ten-Speed Pig" pages 75-79 Be A Better Reader - Level D (no setting change, however) Linescapes Resource Book, page 295 teacher must make ditto EDL Listen and Think G cassettes/booklets - lesson G-8 past reading stories		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
The student will contrast the settings in a story and how it affects the other story elements.	A. Review what setting is. B. Recall the story read previously, "Dark They Were and Golden Eyed". Discuss what the setting would have been on earth, what the setting was at beginning of story and what it was at the end. Contrast: earth setting ↓ initial Mars setting ↓ setting at end of story C. How did the characters change as a result of these 3 settings? How did the plot change as a result? How did the mood change as a result? How about the language, names, foods, appearance of the people? D. Do any of the following activities to reinforce this lesson's objective. 1. Resource book, page 320. 2. Discuss change in setting and how it affects other story elements in: (a) "The Otter's Tale" - Discuss "The Otter's Tale" (previously assigned under the comparing and contrasting animals section) and how the various setting in which the otter is placed affect his actions. (b) "My Oregon Papa" - Could be assigned to discover how Frankie, the teenager was affected by change in setting (from Chicago to Oregon countryside). 3. Evaluation: (a) Prior to assignment, re-define plot, characters, theme and mood. (b) Give evaluation assignment.	Students will write their version of "Cinderella" put in a 1979 setting. Be aware of your change in character, theme, mood and plot. When finished, collect the papers, redistribute stories at random. Each student will then read and evaluate the changes made (continued)

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
(Refer to previously assigned story) "Dark They Were, and Golden Eyed," Linescapes, pages 168-185		
Teacher Resource Book, page 320 Dimensions, "The Otter's Tale," pages 9-23 Dimensions, pages 246-263, teacher manual, pages 119-121		Optional: Students may be given familiar stories and they will dramatize how it would be if the setting were different. They may "draw from a hat" characters, setting, situation. (hat) (hat) (hat) A student may draw these as an example to ad-lib a story: Characters: 3 bears from "Goldilocks" and Goldilocks Setting: Tennis courts on a hot summer day. Situation: All four of them are on vacation but Papa Bear can't find his favorite tennis ball.

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
		in plot, character, and mood. Examples: "Three Little Pigs" or "Goldie Locks and the Three Bears" or "Cinderella" setting transferred into 3000 A.D. or today's setting.
"The student will identify and compare moods of given selections and relate how character and setting affects mood throughout a given selection.	A. Review how change in setting affects the rest of a story. B. Review terms: setting, characters, plot, theme, and mood. C. "Mood" is understood as an element of all stories. D. Use drillwork to identify what kind of mood is developed by the author's use of what kind of words. Teacher discusses selections for their moods. "The Way Through the Woods", page 163, and "Thomas Jefferson", pages 316-317. What words created that mood? E. Discuss drill on Thoughtvault, page 172, about words. Do orally F. Assign to evaluate ability to identify mood, Thoughtvault, page 213.	Evaluation: Student will identify mood of a given selection based on author's words.
"The student will realize that the mood of the story may be affected by the setting and the character development, and may change throughout the story.	A. Discuss what the relationship between/among setting, plot, character, and mood is. (Does mood affect setting and/or plot and/or characters? Or, does plot, setting, characters affect the mood? What comes first - story parts or mood?) B. Use any of the following exercises to meet lesson objective. 1. Study change of mood in "Erne From The Coast".	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Teacher Resource Book, page 320		
Dimensions, "The Way Through The Woods," page 163, teacher manual, pages 89-90.		
Dimensions, "Thomas Jefferson," pages 316,317, teacher manual, pages 142-143. Thoughtvault, page 172 (mood, word drills) Thoughtvault, page 213 (recognizing mood)		
Dimensions, "Erne From The Coast," pages 264-283, teacher manual, pages 123-126		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	(a) How does mood change as we follow the characterization of the father-son relationship? (b) What is the change in setting for each part of the story and how does it affect the mood? (c) What is mood from beginning compared to the end? (d) Give examples of passages in the story which you feel prove your identity of modd at that point in the story. (e) How is the mood affected by the setting change? (f) What if the plot changed, and the boy had been killed by the bird as it attacked him? What would the mood have been in the last scenes of the story's plot?	
"The student will compare/contrast two similar kinds of stories with entirely different moods.	A. Study moods of two similar stories. 1. Both are considered ghost stories. 2. What makes the moods different? 3. How do setting and character affect the mood of these selections?	
"The student will realize that the mood of a poem is affected by an author's use of words, and that it may change throughout the poem.	A. Poetry can even show varying moods within one poem. (How should each verse be read? What makes the mood change?) Edgar Allan Poe's "The Bells" poem changes mood due to change in words. 1. Designate what moods are represented by each set of bells. 2. What words make the mood change? 3. How does the mood change from the beginning to the end? B. Optional: Onomatopoeia is an example of how a word stimulates our "emotional hearing" attempting to create in our mind the real sound of things being described, therefore creating mood.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, "The Lone Grave," pages 58-162, teacher manual, pages 86-88 vs. "The Water Ghost of Harrowby Hall," teacher manual, pages 87-88, Skillbook, pages 64-66 What are the elements of a ghost story? Dimensions teacher manual, pages 86-87		
	"The Bells" Edgar A. Poe	Study of the life of Edgar A. Poe and how his life affected his writings. He was a master of creating mood. Example of simple idea stretched out into an eerie incident could be read in "The Tell-Tale Heart" when the young man attempts to enter the bedroom of the old man with the "vulture eye".

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	1. "Onomatopoeia" - created by repetition of the word "bells" - The mood is affected by this repetition. 2. Have students first identify onomatopoeia in the poem and then have them tell how they read the poem. If time, hear Basil Rathbone's version of this reading and evaluate it.	
''The student will compare and contrast literal and implied meanings of phrases used in figurative language, tone or mood of a selection, along with the characters, facts and details presented.	A. Discuss and assign for evaluation Master #19, *Thoughtvault*, pages 35-36.	
''Given reading material concerning dude ranches, the student will compare and contrast prices and accomodations for each ranch. Make a choice, and list which ranch they have chosen and why the choice was made.	A. As a "wind-up" for this unit on the study of contrast-comparison, orally review with students aspects covered in the last few weeks. B. Tell class that they will be given the opportunity to decide which dude ranch they would like to vacation at for a week. They must take into consideration the following: (overhead) 1. --transportation coasts to and from each ranch for a family of 4. 2. --any lodging costs to and from (should car, bus, or train be used). 3. --cost of meals (are all meals included at each ranch?). 4. --how large is the downpayment, and is the downpayment lost if cancellation plans are necessary? 5. --variety of activities offered by each ranch. 6. --Do some ranches offer a lower inclusive price, but list additional costs for activities? 7. --What *kind* of lodging is provided for guests at each ranch? (cabin, hotel?)	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions Skillbook, page 240 (glossary)		
Onomatopoeia, (The word "bells" is repeated so often that it affects the poem as if it were ringing bells). Dimensions Skillbook, page 10		See Mrs. Loft for Basil Rathbone recording
teacher-made (must make) ditto of page 267 Master #19 from Linescapes Resource Book Thoughtvault, pages 35-36		
	overhead teacher needs to make transparency	
		See Ms. Maren for dude ranch pamphlets, or check with nearest AAA office.
618		619

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION

C. Break class into 3 groups and distribute dude ranch pamphlets (3 pamphlets to each group).

1. --using the above questions and concerns, each group of students is to list these important considerations.
2. --as a group, the students must decide on what dude ranch they chose and write why.

D. Allow students time to discuss and decide.

E. Share groups' findings orally.

F. If time permits, exchange pamphlets and begin procedure again.

1. --were there any changes in opinion? Why?

G. Collect all pamphlets and written work.

H. Following is a list of possible additonal activities for further compare/contrast lessons. Perhaps some ideas will appeal to your specific group, rather than others. It is not suggested that you use all of these activities.

1. Opposing points ov view of the characters compared.
2. Motives of characters within stories compared.
3. Evaluation of characters within a story compared/contrasted.
4. Students may hear a story until the climax begins, then:
    - (a) they write an ending
    - (b) they maintain mood and
    - (c) attempt to maintain style of author
    - (d) later compare/contrast their versions to real one.
5. Put items in order of their value when on the moon (comparing to order).
6. Compare the advantages and disadvantages of a zoo (outlining response).

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Dimensions, "My Oregon Papa"		
"Best Friend," Oceans and Orbits pages 96-115		
"South Town," Linescapes		
"Billy Beans Lived Here," Linescapes		
"The Wolf of Thunder Mountain," pages 40-57, Linescapes		
	teacher choice of story	

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	7. Comparing and contrasting viewpoints of twin sisters ("pro" and "con" idea). 8. Choose a contemporary problem of today. Use newspapers, tape TV and radio idea, read magazines, books, etc. After gathering all information construct display and compare/contrast. (a) The information itself to decide their feelings about the topic. (b) The characteristics pro-con of each communication media - How effective, accurate, and complete are each? 9. Is Science Fiction good or bad? Compare and contrast two viewpoints. 10. Robert L. Stevenson's life. Compare/contrast information about his life from various sources. Compare/contrast his poetry. 11. Analyze poetry form of the ballad. Given examples, compare/contrast how they do or do not meet the "ballad" form criteria. 12. Compare/contrast the English system to metric system. 13. Compare/contrast some babysitting experiences. 14. Two Science Fiction stories compared/contrasted for their PLOTS and viewpoints about computers. 15. Compare/contrast poem with a song. 16. Compare/contrast two stories by the same author (H.H. Munro) Saki. How are the plots and characters alike? 17. Robert Louis Stevenson. How do his stories reflect his life? Where would he get his ideas? Compare/contrast the influence of his life to his writing. 18. Compare/contrast ballad form to free verse. Students may attempt to write their own ballads. Teacher set them to music. With guitar or another "ballad" type of instrument sing through them. (autoharp?) 19. Compare/contrast to O. Henry's Ransom of Red Chief situation to an unhappy babysitting experience.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
	Reading and Achieving, pages 45-46	
	Reading and Achieving, pages 105-108	
		Examples: a. Release of Patty Hearst b. Proposition 13
Dimensions Skillbook, page 71 ("pro-con")		
Dimensions, pages 244-245, teacher manual, page 117, Skillbook, pages 91-92.		
Thoughtvault, page 66 Linescapes, page 120 "Desperados" Resource Book for Linescapes, pages 179-180 and pages 91-92		
Thoughtvault, pages 29-30		
Thoughtvault, pages 33-34		
"Key Item" Isaac Asimov Oceans and Orbits, page 86-91		"Computers Don't Argue" by Dickson in Transformations II: Understanding American History Through Science Fiction (paperback) Fawcett Crest, Greenwich, Conn. See insert, pages 81-95.
Dimensions, pages 31-32, "Wanderthirst" song, "Cast Your Fate to the Wind" in Skillbook follow-up pages 81-95.		
"Feathered Friends" Dimensions teacher manual, pages 94,95, text, pages 179-183, by Arthur Clarke (discuss life) and "War of the Worlds" by H.G. Wells, discuss his life. Resource Book for Linescapes, page 198, teacher manual		

OBJECTIVE	LESSON, PROCEDURES, ACTIVITIES	EVALUATION
	20. Compare-contrast how an author deals with the same subject: "Floods and how they affect humans and their environment."	
	21. Compare and contrast themes of books concerning war.	
	22. Compare/contrast fiction version to non-fiction version of a story.	
	23. Compare/contrast opposing viewpoints of a war situation.	
	24. An ongoing semester or yearly thing which used compare and contrast ("similarities and differences") skills is the research laboratory.	

MATERIALS AS PROVIDED IN THE PROGRAM	RELATED MATERIALS	OPTIONAL ADDITIONAL OR MORE ELABORATE SKILLS AND LITERARY INFORMATION
Johnny Tremain (colonists) Growing with America ket SRA Research lab - Science Research Associates 1974 Dimensions, "America's Mark Twain, pages 318-331, teacher manual, pages 145-147, Skillbook, pages 116-117 (Tom Sawyer to Twain's real life)	Reading and Achieving, "Flood," Parts I, II, and III (America)	"The Open Window" (recording, see Mrs. Loft) "The Lull" and "The Short Story", TV program Channel 10, 11, 21, lesson #2. Dr. Jekyll and Mr. Hyde, Kidnapped, Treasure Island The Wide Horizons Reader (Scott Foresman) "The Tide in the Attic" by Van Rijn (Netherlands) Some books from the library dealing with floods The Big Wave, etc. Journey to America, The Ark, Snow Treasure, Patriot of the Underground, Diary of a Young Girl: Anne Frank Early Thunder (Torie's viewpoint) (ask librarians for copies)

ASSOCIATION

Here's a game that the whole family can play. The object is to discover the idea that links two words which seem to have nothing in common. For example, in number one, the link between TENNIS and CIGARETTE and LAMP might be LIGHT.

Using the lists at right, there are 40 possible answers. Players take turns in trying to fill in the blanks with acceptable links. If there is a disagreement as to whether a link is acceptable, players can vote or ask an observer to act as judge. The answers we provide are suggestions, not the only ones possible. Try this excellent game, then create your own list of words and challenge others to link them.

1.	Tennis	match	Cigarette	light	Lamp
2.	Church	bell	Telephone	receiver	Football
3.	Promise	word	Book	leaf	Tea
4.	Dollar	bill	Law	justice	Scales
5.	Movie	stars	Night	mare	Horse
6.	Blush	face	Clock	alarm	Burglar
7.	Fist	boxer	Dog	day	Calendar
8.	Bed	sheet	Music	band	Hat
9.	River	bed	Sleep	sheep	Wool
10.	Luggage	trunk	Elephant	ivory	Keys
11.	Vote	cast	Dice	spots	Leopard
12.	Typewriter	ribbon	Bonnet	Easter	Sunday
13.	Apron	string	Violin	pitch	Tar
14.	Jail	escape	Fire	arm	Hand
15.	Leap	frog	Bull	red	Rose
16.	Artichoke	heart	Blood	vein	Ore
17.	Bank	draft	Window	glass	Wine
18.	Hanger	clothes	Tailor	suit	Lawyer
19.	Lightning	conductor	Train	seal	Fur
20.	Pine	needle	Dressmaker	hem	Line

advance
usual
peculair
temporary
uncommon
exquisite

odd
retreat
fierce
savage
ordinary
momentary

common
ugly
progress
permanent
civilized
beautiful

1

- - - - - - - - - - - - - - - - - - cut -

withdraw
enormous
tomorrow
man-made
probable
artificial

hopeful
giant
retreat
fair
past
minute

advance
just
unlikely
future
corrupt
natural

2

- - - - - - - - - - - - - - - - - - cut -

dangerous
toil
encourage
pessimistic
violent
moderate

optimistic
deprived
recreation
enough
secure
gloomy

sufficient
risky
mild
promote
play
hinder

3

- - - - - - - - - - - - - - - - - - cut -

Students must arrange each of the 3 groups of words above into 3 columns.

Example:

Synonym	Synonym	Antonym
uncommon	odd	common

Evaluation

Lesson 11 - 5A

Identify the sentences which have a simile. Then from the sentences which have similes, tell what two things are being compared.

Place an X in front of the sentences which have similes. Put boxes around the two things being compared in those sentences.

Example: X The baby was as gentle as a kitten.

☐ 1. Our house was an enormous haven for friends and family.

☒ 2. His cheeks were as red as the apples on that tree.

☒ 3. Jack ran through the woods like a scared rabbit.

☒ 4. Mother, as carefully as a bomb disarmer, removed the bandage from her son's knee.

☐ 5. The jackets, flying in the wind on the clothesline, were of various colors.

☐ 6. As we came down the circular staircase, the guests viewed our outrageous costumes.

☒ 7. Like a monkey in the jungle, the little girl swung from bar to bar on the playground equipment.

☐ 8. Joshua gobbled his food as if he was eating his last meal.

☐ 9. Grandfather wound his watch in the dim light of the lamp.

☒ 10. Standing on stage, she seemed to be the queen of the castle because of her excellent acting.

Teacher Key

Acceptable similes in "The Endless Desert"

1. pg. 79 (procedure)"...like marching at night"
2. pg. 79 (camel)"...like a shadow"
3. pg. 81 (trudged)"...like snails"
4. pg. 82 (caravan)"...like a dark spot"
5. pg. 82 (sun)"...like an oven"
6. pg. 83 (camels)"...like ghosts"
7. pg. 82 (Yolchi)"...as if he were dead"
8. pg. 88 (stars)"...like electric torches"
9. pg. 89 "...we were like sleepwalkers"
10. pg. 91 "...as sweet as the best spring water"
11. pg. 90 "...as dry as the desert behind me"
12. pg. 90 "The water was as black as ink..."
13. pg. 91 "..absorbed moisture like a sponge"
14. pg. 91 "...water clear as crystal"
15. pg. 89 "...seemed to me an eternity"
16. pg. 81 "...seemed to by headed toward death"
17. pg. 83 "After I waited for what seemed an eternity"
18. pg. 90 "Like the beds of all"
19. pg. 90 "Forest ended abruptly as though burned by fire"

Worksheet

South Town

Name ______________________

1. Find the sentence that describes how the water went over the dam in the summer. What two things are being compared? ______________________________________

____

2. Find the paragraph in which David formulates his method for going over the dam. What are the steps in order? ______________________________________

____

3. What is it about Harold's actions that causes David's disapproval of Harold?

____

______________________________ What is the cause of Harold's dislike of David? ______________________________________

______________________________ How do you know that the conflict between the two boys is not really personal? ______________________________________

____

4. Why do you think David decided to try to save Red? ______________________

____

5. This story was published in 1958. What parts of the story might be different if it took place now in the same place? ______________________________________

____

____

6. In the next chapter of the novel South Town, Harold and his parents along with several other townspeople visit David's home to think him for saving Red. Do you think it will be as easy for Harold to thank David as it was for David to save Red? ______________________________________

____

____

THE HIGHWAYMAN

Alfred Noyes

Part I

The wind was a torrent of darkness among the gusty trees,
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight over the purple moor,
And the highwayman came riding -
Riding - riding -
The highwayman came riding, up to the old inn-door,

He'd a French cocked-hat on his forehead, a bunch of lace at his chin,
A coat of the claret velvet, and breeches of brown doe-skin;
They fitted with never a wrinkle; his boots were up to the thigh!
And he rode with a jeweled twinkle,
His pistol butts a-twinkle,
His rapier hilt a-twinkle, under the jeweled sky.

Over the cobbles he clattered and clashed in the dark inn-yard,
And he tapped with his whip on the shutters, but all was locked and barred:
He whistled a tune to the window, and who should be waiting there
But the landlord's black-eyed daughter,
Bess, the landlord's daughter,
Plaiting a dark red love-knot into her long black hair.

And dark in the dark old inn-yard a stable-wicket creaked
Where Tim the ostler listened; his face was white and peaked;
His eyes were hollows of madness, his hair like moldy hay,
But he loved the landlord's daughter,
The landlord's red-lipped daughter,
Dumb as a dog he listened, and he heard the robber say -

"One kiss, my bonny sweetheart, I'm after a prize tonight,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight, Watch for me by moonlight,
I'll come to thee by moonlight, though hell should bar the way."

He rose upright in the stirrups; he scarce could reach her hand,
But she loosened her hair i' the casement! His face burned like a brand
As the black cascade of perfume came tumbling over his breast;
And he kissed its waves in the moonlight,
(Oh, sweet black waves in the moonlight!)
Then he tugged at his rein in the moonlight, and galloped away to the West.

Part II

He did not come in the dawning; he did not come at noon;
And out of the tawny sunset, before the rise of the moon,
When the road was a gipsy's ribbon, looping the purple moor,
A red-coat troop came marching -
  Marching - marching-
King George's men came marching, up to the old inn-door.

They said no word to the landlord, they drank his ale instead,
But they gagged his daughter and bound her to the foot of her narrow bed;
Two of them knelt at her casement, with muskets at their side!
There was death at every window;
  And hell at one dark window;
For Bess could see, through her casement, the road that he would ride.

They had tied her up to attention, with many a sniggering jest;
They had bound a musket beside her, with the barrel beneath her breast!
"Now keep good watch!" and they kissed her. She heard the dead man say -
Look for me by moonlight;
  Watch for me by moonlight;
I'll come to thee by moonlight, though hell should bar the way!

She twisted her hands behind her; but all the knots held good!
She writhed her hands till her fingers were wet with sweat or blood!
They stretched and strained in the darkness, and the hours crawled by like years,
Till now, on the stroke of midnight,
  Cold, on the stroke of midnight,
The tip of one finger touched it! The trigger at least was hers!

The tip of one finger touched it; she strove no more for the rest!
Up, she stood up to attention, with the barrel beneath her breast,
She would not risk their hearing: she would not strive again;
For the road lay bare in the moonlight;
  Blank and bare in the moonlight;
And the blood of her veins in the moonlight throbbed to her love's refrain.

Tlot-tlot; tlot-tlot! Had they heard it? The horse-hoofs ringing clear;
Tlot-tlot, tlot-tlot, in the distance? Were they deaf that they did not hear?
Down the ribbon of moonlight, over the brow of the hill,
The highwayman came riding,
  Riding, riding!
The red-coats looked to their prizing! She stood up, straight and still!

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night!
Nearer he came and nearer! Her face was like a light!
Her eyes grew wide for a moment; she drew one last deep breath,
Then her finger moved in the moonlight,
  Her musket shattered the moonlight,
Shattered her breast in the moonlight and warned him - with her death.

He turned; he spurred to the westward; he did not know who stood
bowed, with her head o'er the musket, drenched with her own red blood!
Not till the dawn he heard it, his face grew gray to hear
How Bess, the landlord's daughter,
  The landlord's black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back he spurred like a madman, shrieking a curse to the sky,
With the white road smoking behind him, and his rapier brandished high!
Blood-red were his spurs in the golden moon; wine-red was his velvet coat,
When they shot him down on the highway,
  Down like a dog on the highway,
And he lay in his blood on the highway, with a bunch of lace at his throat.

. . . .

And still of a winter's night, they say, when the wind is in the trees,
When the moon is a ghostly galleon tossed upon cloudy seas,
When the road is a ribbon of moonlight over the purple moor,
A highwayman comes riding -
  Riding - riding -
A highwayman comes riding, up to the old inn-door.

Over the cobbles he clatters and clangs in the dark inn-yard;
And he taps with his whip on the shutters, but all is locked and barred;
He whistles a tune to the window, and who should be waiting there
  But the landlord's black-eyed daughter, Bess the landlords daughter,
Plaiting a dark red love-knot into her long black hair.

WORKSHEET

Refer to A,B,C,D in answering the questions. Decide whether the sentence is one of four types recently studied which uses clue words to relate two phrases in a comparison or contrasting way.

Choices

A - Clue words signal that further information relating to the first phrase will follow.

B - Clue words signal that an opposite thought will be stated following the first phrase and clue words.

C - Clue words signal an expectation of a word(s) with an opposite meaning (from the unknown word in first phrase) to follow the clue word.

D - Clue words signal that an opposite but inferred idea will follow the clue words and stated first phrase.

C 1. Barbara used to be inquisitive about the doll collection, but recently she has shown little interest in the collection.

D 2. The doctor was certain the arm on the child was not injured, yet, watching the child at recess, the teacher was not.

A 3. April is a month which is unpredictable and furthermore it is wise to keep all kinds of clothing handy.

B 4. The new "Jarva" sports car was suppose to be ready for selling in October, however, the strike by rubber workers caused a delay in production of their special tredded tires.

C 5. The ambassador said that American foreign aid was ubiquitous, but the AFS student claimed it couldn't be found in the country of Chamba.

Name ______________

The Wolf of Thunder Mountain

1. What caused Grandpa's war with the wolf? ______________________________

____

____

2. At the beginning of the story, the reader gets the idea that the boy admires his grandfather. Find specific details that support this idea.

____

____

____

____

3. If the people in the settlement called Grandpa the wolf, he and the wolf must have been alike in many ways. In fact, this is one of the underlying thoughts of the story. Think of what you know about wolves. Make a list of at least three ways in which Grandpa and the wolf are similar.

____

____

____

____

4. List the factors that you think influenced Grandpa to go to the city.

____

____

____

____

5. Be ready to tell if any metaphors, similes, or euphemisms were used.
Vocaublary:

wallow   affront   duffel bag   obsolete   futile

6. Make a list of any clue words in the story that suggested a comparison between two thoughts or sentences.

____

____

Date ________ Perceiving Relationships (Analogy) Name Key

Read each sentence. Think how the words in the boxes are related. Find the WORD BOX that you will need. Write the one that fits best.

1. Telescope is to instrument as scarf is to accessory
2. Example is to illustration as design is to pattern
3. Wink is to gesture as airport is to terminal
4. Twig is to limb as promise is to guarantee
5. Parson is to congregation as conductor is to orchestra
6. Increase is to diminish as affirm is to contradict
7. Key is to accordian as verse is to poem
8. Cure is to medicine as transport is to barge
9. Factory is to shift as college is to session
10. Shy is to bashful as mournful is to rueful
11. Piano is to depress as guitar is to strum
12. Whir is to propeller as oscillate is to pendulum
13. Apparatus is to scientist as publication is to editor
14. Groomed is to disheveled as eager is to reluctant
15. Spectacle is to visible as racket is to audible
16. Pen is to nib as harness is to cinch
17. Next is to eventually as yonder is to remote
18. Solo is to duet as week is to fortnight
19. Expert is to genius as disease is to plague
20. Hamper is to hinder as smother is to stifle
21. Strict is to severe as quickly is to suddenly
22. Flushed is to florid as sheer is to transparent

WORD BOX

remote
magazine
pendulum
suddenly
orchestra
stifle

posthaste
day
reluctant
terminal
fortnight
audible

editor
throat
pattern
contradict
accessory
carry

rueful
plague
poem
noise
compare
session

transparent
strum
guarantee
agree
cinch
barge

DEVELOPING IMAGERY

(Personification)

To make writing more vivid, an author sometimes treats ideas, animals, or objects like persons. This device is called personification. To describe a sunny day, an author may borrow an ability that only a person possesses in order to make his idea more vivid. He may write that "the sun smiled brightly" instead of "the sun shone brightly." "Smiled" suggests that the sun is a person.

In each blank space below, an expression of personification is ommitted. Choose from the ANSWER BOX the expression which would complete the sentence most vividly. The rest of the sentence will help you decide. Write the expression where it fits best.

1. The drawbridge raised its huge arms as the teamer approached.
2. We drove for miles along wheatfields with recent crew cuts .
3. Her toaster sends up smoke signals when the toast is done.
4. Dead leaves turned handsprings across our lawn.
5. The threatening sky was wearing a necklace of wild geese.
6. The impatient popcorn kept banging at the lid of the pan.
7. A cheerful crowd of flowers trailed their untrimmed hair through the picket fence.
8. The Blue Mountains, the backbone of the island, was popular with hikers.
9. Along the path, the willow trees leaned down in the water.
10. The advertising signs traced with fiery fingers their messages against the dark sky.
11. At dawn the birds began gossiping with their neighbors .
12. The key turned stiff and sore in the rusty lock.
13. The lakes squeezed in the hollows of the ground.
14. The station echoed with the iron coughing of the engines.
15. The fireman opened the jaws of the furnace, flooking the room with heat.
16. The dusk cuddled down and slowly pulled up its blanket.

ANSWER BOX

gossiping
pulled up
squeezed
crew-cuts
leaned down
impatient
neighbors

turned handsprings
the iron coughing
raised its hugh arms
the backbone
opened the jaws
cuddled down
cheerful crowd

was wearing a necklace
traced with fiery fingers
threatening
sends up smoke signals
trailed their untrimmed-hair
turned stiff and sore
kept banging

Name ____________________

You Don't Mean It!

Write the letter of the expression that tells what the speaker really means.

____ 1. As Wilt bumped his head on the doorframe, he said, "They don't build doors for shorties like me!"

- a. "Doors are designed for tall people."
- b. "Doors are not designed for people as tall as I am."
- c. "Doors should be built for taller people."

____ 2. When Mark was told to wash all the upstairs windows, he said, "Why don't you give me a hard job!"

- a. "This job is really a difficult one."
- b. "This job is too easy."
- c. "This job is not necessary."

____ 3. After Susan told Mrs. Hardy that Amy had passed notes during class, Amy said, "You're a true friend!"

- a. "You are my best friend."
- b. "A true friend would not have told on me."
- c. "That was what a friend would do."

Write the letter of the most ironic ending to each situation.

____ 1. Brad had looked forward to going to camp all summer. He had worked long hours to buy his sleeping bag, backpack, and mess kit. He had read every book he could find on the plants and animals of the region around the camp. He wanted to sleep under the stars each night, find his own food from edible plants, and test and purify his own drinking water. When he got to camp, however, he was surprised.

- a. The camp had closed for the summer.
- b. All the campers had to sleep in air-conditioned dormitories and eat in a large cafeteria.
- c. The camp was in the mountains, not the desert as he had thought it would be.

____ 2. Aunt Belle was Nita's favorite aunt. When mother said that Aunt Belle was coming for a short visit, Nita asked if she could fix up the spare room. For a week she cleaned the room. She washed and ironed the curtains, swept the floor, and dusted the furniture. She even painted the small chest by the bed. On the day of Aunt Belle's arrival, Nita filled the room with fresh flowers from the garden. But when Aunt Belle arrived, Nita was surprised.

- a. Aunt Belle's visit was going to last through supper only.
- b. Aunt Belle was allergic to flowers.
- c. It rained all afternoon, and they couldn't go outside.

On the bottom of this paper write your own ironic outcome to the following situation. Be certain that your outcome fits the details. Successful irony is a surprise, but it must be believable.

For years Dr. Herrington had worked on his time machine. Each time he had been near success, something had gone wrong. He wanted to go back in time to escape this frantic, modern world. He wanted to go back in time when the fastest vehicle on the road was pulled by a sleepy old horse. He wanted to go back to an age when people had time to sit on the front-porch and swing on a summer evening. A slower pace--that was all he wanted.

Dr. Herrington was ready. He set the dials, turned on the power, and stepped inside.

Name ____________________

Man on Top

1. Who is relating the incidents of the story? ____________________

____________________________________ What impression does he give of

Barbank? ____

____

How does the author reveal the character of Barbank? ____________

____

____

2. What did the Holy Man mean when he said, "His conquest can be only of

himself? ____

____

____

Why would Barbank not accept the help of the Holy Man? ____________

____

3. Who was actually the leader as they neared the summit? ____________

____

What did he do? ____

____

What is the irony of this when they finally reach the summit? ________

____

____

4. How did Barbank react to the entire climb and to the knowledge that he

had not been first? ____

____

____

5. What are some differences between Barbank and the Holy Man? ________

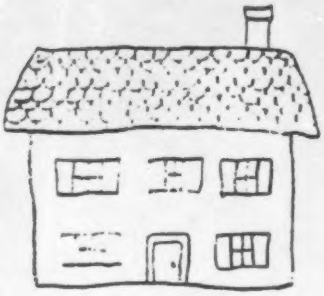
____

____

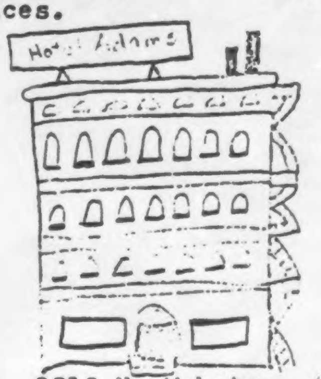
Name ____________________

As Different As Day and Night - Or Are They?

Every day you probably notice that some things around you are very much alike and that other things are quite different. Often, if you look or listen carefully, even more similarities and differences will become apparent than you noticed at first. The pictures below show two buildings that might be in almost any city. They are alike in several ways and different in others. Try to notice things about the buildings that might not be apparent when you first consider them. List the similarities and differences.



2318 N. Webster



9212 N. Webster

Similarities

____

____

____

____

____

Differences

____

____

____

____

____

The following paragraph contains both comparisons and contrasts. Read the paragraph and list as many similarities and differences as you can find for Paul and Andy. Consider their age, size, interests, background and any other factors that come to mind.

Paul and his big brother, Andy, sometimes go down to Jason's lot after school and toss a football around. Paul enjoys going along with Andy because he likes football as much as Andy. But Paul wishes that Andy would help him work on his radio equipment sometimes. He delivered papers for over a year to be able to buy it, and Andy just can't get interested in it. Their mom wonders how two teenage boys could have such different interests. When they play football, though, you know they have something in common. They're good! Andy is big and can stop almost anyone on the field - anyone except Paul. Paul is really very small, but he can jump and weave so that not even Andy can catch him. These brothers may not be a lot alike, but they are quite a duo.

Similarities

____

____

____

____

Differences

____

____

____

____

COMPUTERS AND HUMAN BEINGS

Computers are among the most exciting machines of contemporary times. Their extraordinary abilities to store data and solve problems at high speed make them indispensable to banking, engineering, printing, space travel, and other fields. Yet there are a number of thoughtful people who warn us to be careful not to let computers interfere with the lives of human beings. The following story--an excursion into a fantastic world of errors--points out how far computers might go in decreeing the fate of a man.

"COMPUTERS DON'T ARGUE"

by Gordon R. Dickson

COMPUTERS DON'T ARGUE

by Gordon R. Dickson

Treasure Book Club
PLEASE DO NOT FOLD, SPINDLE
OR MUTILATE THIS CARD

Mr. Walter A. Child Balance: $4.98
Dear Customer: Enclosed is your latest book selection. "Kidnapped," by Robert Louis Stevenson.

437 Woodlawn Drive
Panduk, Michigan
Nov. 16, 1965

Treasure Book Club
1823 Mandy Street
Chicago, Illinois

Dear Sirs:

I wrote you recently about the computer punch card you sent, billing me for "Kim," by Rudyard Kipling. I did not open the package containing it until I had already mailed you my check for the amount on the card. On opening the package, I found the book missing half its pages. I sent it back to you, requesting either another copy or my money back. Instead, you have sent me a copy of "Kidnapped," by Robert Louis Stevenson. Will you please straighten this out?

I hereby return the copy of "Kidnapped."

Sincerely yours,
Walter A. Child

Treasure Book Club
SECOND NOTICE
PLEASE DO NOT FOLD, SPINDLE
OR MUTILATE THIS CARD

Mr. Walter A. Child Balance: $4.98
For "Kidnapped," by Robert Louis Stevenson
(If remittance has been made for the above, please disregard this notice)

437 Woodlawn Drive
Panduk, Michigan
Jan. 21, 1966

Treasure Book Club
1823 Mandy Street
Chicago, Illinois

Dear Sirs:

May I direct your attention to my letter of November 16, 1965? You are still continuing to dun me with computer punch cards for a book I did not order. Whereas, actually, it is your company that owes *me* money.

Sincerely yours,
Walter A. Child

Treasure Book Club
1823 Mandy Street
Chicago, Illinois
Feb. 1, 1966

Mr. Walter A. Child
437 Woodlawn Drive
Panduk, Michigan

Dear Mr. Child:

We have sent you a number of reminders concerning an amount owing to us as a result of book purchases you have made from us. This amount, which is $4.98, is now long overdue.

This situation is disappointing to us, particularly since there was no hesitation on our part in extending you credit at the time original arrangements for these purchases were made by you. If we do not receive payment in full by return mail, we will be forced to turn the matter over to a collection agency.

Very truly yours,
Samuel P. Grimes
Collection Mgr.

437 Woodlawn Drive
Panduk, Michigan
Feb. 5, 1966

Dear Mr. Grimes:

Will you stop sending me punch cards and form letters and make me some kind of a direct answer from a human being?

I don't owe you money. *You* owe me money. Maybe I should turn your company over to a collection agency.

Walter A. Child

FEDERAL COLLECTION OUTFIT
88 Prince Street
Chicago, Illinois
Feb. 28, 1966

Mr. Walter A. Child
437 Woodlawn Drive
Panduk, Michigan

Dear Mr. Child:

Your account with the Treasure Book Club, of $4.98 plus interest and charges, has been turned over to our agency for collection. The amount due is now $6.83. Please send your check for this amount or we shall be forced to take immediate action.

Jacob N. Harshe
Vice President

FEDERAL COLLECTION OUTFIT
88 Prince Street
Chicago, Illinois
April 8, 1966

Mr. Walter A. Child
437 Woodlawn Drive
Panduk, Michigan

Dear Mr. Child:

You have seen fit to ignore our courteous requests to settle your long overdue account with Treasure Book Club, which is now, with accumulated interest and charges, in the amount of $7.51.

If payment in full is not forthcoming by April 11, 1966, we will be forced to turn the matter over to our attorneys for immediate court action.

Ezekiel B. Harshe
President

MALONEY, MAHONEY,
MACNAMARA and PRUITT
Attorneys

89 Prince Street
Chicago, Illinois
April 29, 1966

Mr. Walter A. Child
437 Woodlawn Drive
Panduk, Michigan

Dear Mr. Child:

Your indebtedness to the Treasure Book Club has been referred to us for legal action to collect.

This indebtedness is now in the amount of $10.01. If you will send us this amount so that we may receive it before May 5, 1966, the matter may be satisfied. However, if we do not receive satisfaction in full by that date, we will take steps to collect through the courts.

I am sure you will see the advantages of avoiding a judgment against you, which as a matter of record would do lasting harm to your credit rating.

Very truly yours,
Hagthorpe M. Pruitt, Jr.
Attorney at Law

437 Woodlawn Drive
Panduk, Michigan
May 4, 1966

Mr. Hagthorpe M. Pruitt, Jr.
Maloney, Mahoney, MacNamara and Pruitt
89 Prince Street
Chicago, Illinois

Dear Mr. Pruitt:

You don't know what a pleasure it is to me in this matter to get a letter from a live human being to whom I can explain the situation.

This whole matter is silly. I explained it fully in my letters to the Treasure Book Company. But I might as well have been trying to explain to the computer that puts out their punch cards, for all the good it seemed to do. Briefly, what happened was, I ordered a copy of "Kim," by Rudyard Kipling, for $4.98. When I opened the package they sent me, I found the book had only half its pages, but I'd previously mailed a check to pay them for the book.

I sent the book back to them, asking either for a whole copy or my money back. Instead, they sent me a copy of "Kidnapped," by Robert Louis Stevenson—which I had not ordered; and for which they have been trying to collect from me.

Meanwhile, I am still waiting for the money back that they owe me for the copy of "Kim" that I didn't get. That's the whole story. Maybe you can help me straighten them out.

Relievedly yours,
Walter A. Child

P.S.: I also sent them back their copy of "Kidnapped," as soon as I got it, but it hasn't seemed to help. They have never even acknowledged getting it back.

MALONEY, MAHONEY,
MACNAMARA and PRUITT
Attorneys

89 Prince Street
Chicago, Illinois

May 9, 1966

Mr. Walter A. Child
437 Woodlawn Drive
Panduk, Michigan

Dear Mr. Child:

I am in possession of no information indicating that any item purchased by you from the Treasure Book Club has been returned.

I would hardly think that, if the case had been as you stated, the Treasure Book Club would have retained us to collect the amount owing from you.

If I do not receive your payment in full within three days, by May 12, 1966, we will be forced to take legal action.

Very truly yours,
Hagthorpe M. Pruitt, Jr.

COURT OF MINOR CLAIMS
Chicago, Illinois

Mr. Walter A. Child
437 Woodlawn Drive
Panduk, Michigan

Be informed that a judgment was taken and entered against you in this court this day of May 26, 1966, in the amount of $15.66 including court costs.

Payment in satisfaction of this judgment may be made to this court or to the adjudged creditor. In the case of payment being made to the creditor, a release should be obtained from the creditor and filed with this court in order to free you of legal obligation in connection with this judgment.

Under the recent Reciprocal Claims Act, if you are a citizen of a different state, a duplicate claim may be automatically entered and judged against you in your own state so that collection may be made there as well as in the State of Illinois.

COURT OF MINOR CLAIMS
Chicago, Illinois
PLEASE DO NOT FOLD, SPINDLE
OR MUTILATE THIS CARD

Judgment was passed this day of May 27, 1966, under Statute $15.66

Against: Child, Walter A., of 437 Woodlawn Drive, Panduk, Michigan. Pray to enter a duplicate claim for judgment

In: Picayune Court—Panduk, Michigan

For Amount: Statute 941

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437 Woodlawn Drive
Panduk, Michigan
May 31, 1966

Samuel P. Grimes
Vice President, Treasure Book Club
1823 Mandy Street
Chicago, Illinois

Grimes:

This business has gone far enough. I've got to come down to Chicago on business of my own tomorrow. I'll see you then and we'll get this straightened out once and for all, about who owes what to whom, and how much!

Yours,
Walter A. Child

From the Desk of the Clerk
Picayune Court

June 1, 1966

Harry:

The attached computer card from Chicago's Minor Claims Court against A. Walter has a 1500-series Statute number on it. That puts it over in Criminal with you, rather than Civil, with me. So I herewith submit it for your computer instead of mine. How's business?

Joe

CRIMINAL RECORDS
Panduk, Michigan
PLEASE DO NOT FOLD, SPINDLE
OR MUTILATE THIS CARD

Convicted: (Child) A. Walter
On: May 26, 1966
Address: 437 Woodlawn Drive
Panduk, Mich.
Crim: Statute: 1566 (Corrected) 1567
Crime: Kidnap
Date: Nov. 16, 1965
Notes: At large. To be picked up at once.

POLICE DEPARTMENT, PANDUK, MICHIGAN. TO POLICE DEPARTMENT CHICAGO ILLINOIS. CONVICTED SUBJECT A. (COMPLETE FIRST NAME UNKNOWN) WALTER, SOUGHT HERE IN CONNECTION REF. YOUR NOTIFICATION OF JUDGMENT FOR KIDNAP OF CHILD NAMED ROBERT LOUIS STEVENSON, ON NOV. 16, 1965. INFORMATION HERE INDICATES SUBJECT FLED HIS RESIDENCE, AT 437 WOODLAND DRIVE, PANDUK, AND MAY BE AGAIN IN YOUR AREA.

POSSIBLE CONTACT IN YOUR AREA: THE TREASURE BOOK CLUB, 1823 MANDY STREET, CHICAGO, ILLINOIS. SUBJECT NOT KNOWN TO BE DANGEROUS. PICK UP AND HOLD, ADVISING US OF CAPTURE . . .

TO POLICE DEPARTMENT, PANDUK, MICHIGAN. REFERENCE YOUR REQUEST TO PICK UP AND HOLD A. (COMPLETE FIRST NAME UNKNOWN) WALTER, WANTED IN PANDUK ON STATUTE 1567, CRIME OF KIDNAPPING.

SUBJECT ARRESTED AT OFFICES OF TREASURE BOOK CLUB, OPERATING THERE UNDER ALIAS WALTER ANTHONY CHILD AND ATTEMPTING TO COLLECT $4.98 FROM ONE SAMUEL P. GRIMES, EMPLOYEE OF THAT COMPANY.

DISPOSAL: HOLDING FOR YOUR ADVICE.

POLICE DEPARTMENT PANDUK, MICHIGAN, TO POLICE DEPARTMENT CHICAGO, ILLINOIS

REF: A. WALTER (ALIAS WALTER ANTHONY CHILD) SUBJECT WANTED FOR CRIME OF KIDNAP, YOUR AREA, REF: YOUR COMPUTER PUNCH CARD NOTIFICATION OF JUDGMENT, DATED MAY 27, 1966. COPY OF OUR CRIMINAL RECORDS PUNCH CARD HEREWITH FORWARDED TO YOUR COMPUTER SECTION.

CRIMINAL RECORDS
Chicago, Illinois
PLEASE DO NOT FOLD, SPINDLE
OR MUTILATE THIS CARD

SUBJECT (CORRECTION–OMITTED RECORD SUPPLIED)

APPLICABLE STATUTE NO. 1567

JUDGMENT NO. 456789

TRIAL RECORD: APPARENTLY MISFILED AND UNAVAILABLE

DIRECTION: TO APPEAR FOR SENTENCING BEFORE JUDGE JOHN ALEXANDER MCDIVOT, COURTROOM A, JUNE 9, 1966

From the Desk of
Judge Alexander J. McDivot

June 2, 1966

Dear Tony:

I've got an adjudged criminal coming up before me for sentencing Thursday morning—but the trial transcript is apparently misfiled.

I need some kind of information (Ref: A. Walter—Judgment No. 456789, Criminal). For example, what about the victim of the kidnapping. Was victim harmed?

Jack McDivot

June 3, 1966

Records Search Unit
Re: Ref: Judgment No. 456789—was victim harmed?

Tonio Malagasi
Records Division

June 3, 1966

To: United States Statistics Office
Attn.: Information Section
Subject: Robert Louis Stevenson
Query: Information concerning

Records Search Unit
Criminal Records Division
Police Department
Chicago, Ill.

June 5, 1966

To: Records Search Unit
Criminal Records Division
Police Department
Chicago, Illinois
Subject: Your query re Robert Louis Stevenson (File no. 189623)
Action: Subject deceased. Age at death, 44 yrs. Further information requested?

A. K.
Information Section
U. S. Statistics Office

June 6, 1966

To: United States Statistics Office
Attn.: Information Division
Subject: RE: File no. 189623
No further information required.

Thank you.
Records Search Unit

Criminal Records Division
Police Department
Chicago, Illinois

June 7, 1966

To: Tonio Malagasi
Records Division
Re: Ref: Judgment No. 456789—victim is dead.

Records Search Unit

June 7, 1966

To: Judge Alexander J. McDivot's Chambers
Dear Jack:
Ref: Judgment No. 456789. The victim in this kidnap case was apparently slain.

From the strange lack of background information on the killer and his victim, as well as the victim's age, this smells to me like a gangland killing. This for your information. Don't quote me. It seems to me, though, that Stevenson—the victim—has a name that rings a faint bell with me. Possibly, one of the East Coast Mob, since the association comes back to me as something about pirates—possibly New York dockage hijackers—and something about buried loot.

As I say, above is only speculation for your private guidance.

Any time I can help . . .

Best,
Tony Malagasi
Records Division

MICHAEL R. REYNOLDS
Attorney-at-law

49 Water Street
Chicago, Illinois
June 8, 1965.

Dear Tim:

Regrets: I can't make the fishing trip. I've been court-appointed here to represent a man about to be sentenced tomorrow on a kidnapping charge.

Ordinarily, I might have tried to beg off, and McDivot, who is doing the sentencing, would probably have turned me loose. But this is the damnedest thing you ever heard of.

The man being sentenced has apparently been not only charged, but adjudged guilty as a result of a comedy of errors too long to go into here. He not only isn't guilty—he's got the best case I ever heard of for damages against one of the larger Book Clubs headquartered here in Chicago. And that's a case I wouldn't mind taking on.

It's inconceivable—but damnably possible, once you stop to think of it in this day and age of machine-made records—that a completely innocent man could be put in this position.

There shouldn't be much to it. I've asked to see McDivot tomorrow before the time for sentencing, and it'll just be a matter of explaining to him. Then I can discuss the damage suit with my freed client at his leisure.

Fishing next weekend?

Yours,
Mike

MICHAEL R. REYNOLDS
Attorney-at-law

49 Water Street
Chicago, Illinois

June 10

Dear Tim:

In haste—

No fishing this coming week either. Sorry.

You won't believe it. My innocent-as-a-lamb-and-I'm-not-kidding client has just been sentenced to death for first-degree murder in connection with the death of his kidnap victim.

Yes, I explained the whole thing to McDivot. And when he explained his situation to me, I nearly fell out of my chair.

It wasn't a matter of my not convincing him. It took less than three minutes to show him that my client should never have been within the walls of the County Jail for a second. But—get this—McDivot couldn't do a thing about it.

The point is, my man had already been judged guilty according to the computerized records. In the absence of a trial record—of course there never was one (but that's something I'm not free to explain to you now)—the judge has to go by what records are available. And in the case of an adjudged prisoner, McDivot's only legal choice was whether to sentence to life imprisonment, or execution.

The death of the kidnap victim, according to the statute, made the death penalty mandatory. Under the new laws governing length of time for appeal, which has been shortened because of the new system of computerizing records, to force an elimination of unfair delay and mental anguish to those condemned, I have five days in which to file an appeal, and ten to have it acted on.

Needless to say, I am not going to monkey with an appeal. I'm going directly to the Governor for a pardon—after which we will get this farce reversed. McDivot has already written the Governor, also, explaining that his sentence was ridiculous, but that he had no choice. Between the two of us, we ought to have a pardon in short order.

Then, I'll make the fur fly . . . .

And we'll get in some fishing.

Best,
Mike

OFFICE OF THE
GOVERNOR OF ILLINOIS

June 17, 1966

Mr. Michael R. Reynolds
49 Water Street
Chicago, Illinois

Dear Mr. Reynolds:

In reply to your query about the request for pardon for Walter A. Child (A. Walter), may I inform you that the Governor is still on his trip with the Midwest Governors Committee, examining the Wall in Berlin. He should be back next Friday.

I will bring your request and letters to his attention the minute he returns.

Very truly yours,
Clara B. Jilks
Secretary to the Governor

June 27, 1966

Michael R. Reynolds
49 Water Street
Chicago, Illinois

Dear Mike:

Where is that pardon?

My execution date is only five days from now!

Walt

Walter A. Child (A. Walter)
Cell Block E
Illinois State Penitentiary
Joliet, Illinois

Dear Walt:

The Governor returned, but was called away immediately to the White House in Washington to give his views on interstate sewage.

I am camping on his doorstep and will be on him the moment he arrives here.

Meanwhile, I agree with you about the seriousness of the situation. The warden at the prison there, Mr. Allen Magruder, will bring this letter to you and have a private talk with you. I urge you to listen to what he has to say; and I enclose letters from your family also urging you to listen to Warden Magruder.

Yours,
Mike

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June 30, 1966

Michael R. Reynolds
49 Water Street
Chicago, Illinois

Dear Mike: (This letter being smuggled out by Warden Magruder)

As I was talking to Warden Magruder in my cell, here, news was brought to him that the Governor has at last returned for a while to Illinois, and will be in his office early tomorrow morning, Friday. So you will have time to get the pardon signed by him and delivered to the prison in time to stop my execution on Saturday.

Accordingly, I have turned down the Warden's kind offer of a chance to escape; since he told me he could by no means guarantee to have all the guards out of my way when I tried it; and there was a chance of my being killed escaping.

But now everything will straighten itself out. Actually, an experience as fantastic as this had to break down sometime under its own weight.

Best,
Walt

FOR THE SOVEREIGN
STATE OF ILLINOIS

I, Hubert Daniel Willikens, Governor of the State of Illinois, and invested with the authority and powers appertaining thereto, including the power to pardon those in my judgment wrongfully convicted or otherwise deserving of executive mercy, do this day of July 1, 1966, announce and proclaim that Walter A. Child (A. Walter), now in custody as a consequence of erroneous conviction upon a crime of which he is entirely innocent, is fully and freely pardoned of said crime. And I do direct the necessary authorities having custody of the said Walter A. Child (A. Walter) in whatever place or places he may be held, to immediately free, release, and allow unhindered departure to him . . .

Interdepartmental Routing Service

PLEASE DO NOT FOLD, MUTILATE,
OR SPINDLE THIS CARD

Failure to route Document properly.

To: Governor Hubert Daniel Willikens
Re: Pardon issued to Walter A. Child, July 1, 1966

Dear State Employee:

You have failed to attach your Routing Number.

PLEASE: Resubmit document with this card and form 876, explaining your authority for placing a TOP RUSH category on this document. Form 876 must be signed by your Departmental Superior.

RESUBMIT ON: Earliest possible date ROUTING SERVICE office is open. In this case, Tuesday, July 5, 1966.

WARNING: Failure to submit form 876 WITH THE SIGNATURE OF YOUR SUPERIOR may make you liable to prosecution for misusing a Service of the State Government. A warrant may be issued for your arrest.

There are NO exceptions. YOU have been WARNED.

Questions for Students to Discuss

1. In the story, who was responsible for the events that happened to Walter A. Child—human beings or computers? Justify your answer.
2. What are some advantages of computers to American society?
3. What are some disadvantages of computers to American society?
4. What can human beings do to protect themselves from computers interfering with their lives?
5. What tentative conclusions can you reach as a result of this exercise?